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ABSTRACT

Compiled by the Small/Rural Community Colleges Commission of the American Association of Community and Junior Colleges, this collection of one-page program descriptions provides information on 121 exemplary programs and/or services at small and/or rural two-year institutions nationwide. Each program description provides the following information: program/service title; target population; college name; executive officer; contact person; college address; phone number; program/service narrative (of up to 250 words); associated costs; personnel requirements; and key concepts for success. Some of the program areas represented include: (1) academic programs, e.g., the "Early Admission Program" at Fulton-Montgomery Community College (New York) which allows qualified high school seniors to take advanced classes at the college; (2) articulation efforts, such as the "2+2 Tech Prep Articulation" program at North Idaho College which coordinates technical programs with secondary school districts; (3) developmental programs, such as the "Individual College Education" at Iowa Central Community College for handicapped and learning disabled students; (4) retraining activities, including the "Gunsmithing" program at Yavapai College (Arizona) that aims for older students forced to find new careers; (5) vocational programs, such as the "Hardware Store Management" program at Navarro College (Texas) that tries to meet a demand for better trained specialists in the hardware industry; (6) personal development programs, such as the "Geritol Frolics" at Brainerd Community College (Minnesota) which involves about 100 senior citizens in a professional quality variety show; and (7) high school equivalency programs, such as the "Second Chance Scholarship" program at Northeastern Junior College (Colorado) for disadvantaged General Equivalency Diploma graduates. (PAA)

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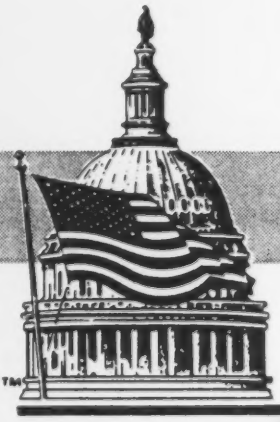

AACJC

EXEMPLARY PROGRAMS AND SERVICES 1991

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American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Second Chance Scholarship"

Target Population: Disadvantaged GED Graduates

College Name: Northeastern Junior College

Executive Officer: Dr. Henry Martin Milander **Contact Person:** Carol McBride

College Address: 100 College Drive, Sterling, CO 80751 **Phone:** (303) 522-6600

Program/Service Narrative:

Upon completion of the GED test battery, the student takes the Apticom Career Aptitude and Interest Test if he doesn't know what career he is interested in pursuing. If his/her chosen career requires a college degree or certificate, he/she may be eligible for the Monahan Second Chance Scholarship.

This scholarship is awarded to students who complete the GED preparation program at Northeastern Junior College with highs scores on the GED test battery. Awards are made on the basis of need, GED class attendance, GED scores, and potential for success. The recipient signs a statement that he will attend all classes, enroll in the study skills center if he needs additional help with his classes, keep at least a 2.0 cumulative grade average, and will notify the Coordinator if he must drop out of school. In return, the scholarship will automatically be renewed until his course of study is completed as long as he receives a 2.0 grade point average.

Associated Costs: The cost per student is tuition if the student is not a resident of the county and fees for all students. No books are included as the student usually also qualifies for a Pell Grant.

Personnel Requirements: No additional personnel is required. A committee to make the selections for awards is composed of campus personnel. The GED coordinator does all scholarship follow up.

Key Concepts for Success:

1. A person or organization who believes in helping the GED graduate attend college.
2. Careful selection of award recipients.
3. GED preparation classes in regular classroom buildings on the college campus.
4. Careful follow up of award recipients.
5. Accurate reports made to the scholarship donors.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Career Prep Center

Target Population: Population of Northeastern Pennsylvania

College Name: Lackawanna Junior College

Executive Officer: Dr. Joseph G. Morelli **Contact Person:** Britt Anderson

College Address: 901 Prospect Avenue, Scranton, PA 18505 **Phone:** (717) 961-7810

Program/Service Narrative:

The LJC Career Prep Center accomplishes what has never been accomplished before by mobilizing and coalescing the resources of participating schools, businesses, and human service entities into a technological and industrial delivery system. Specifically, the CPC provides networked counseling career preparedness programs and placement services in concert with area employers. There will be an integration of efforts by employers, basic and secondary schools, human development agencies and colleges to provide greater economic opportunity and to upgrade the quality of life in our region. The focus of the project is to address the gap between current and projected private sector needs and existing educational and/or training programs.

The need to upgrade the quality of the workforce and prevent the career drain in the region has been well documented. LJC will provide an opportunity for individuals, companies, foundations, and other agencies to make a commitment that will specifically and directly address the priority issue.

In order to reach more people in the outlying regions, LJC utilizes a long-distance learning technology known as teleteaching/training. Teleteaching/training connects one educationally isolated schools and businesses into a new world of educational opportunity. LJC and its partners in the network are able to provide any type of counseling and instruction, including remedial instruction, through the use of speaker phones, phone lines, personal computers and scanners. The teleteaching/training system opens the door of opportunity for many people in Northeastern Pennsylvania.

Associated Costs: Brochures (design, printing, distribution), promotional items, advertising, salaries.

Personnel Requirements: Associate Director, Director of Career Awareness, Director of Teleteaching, Career Advisor, Career Associate, Administrative Assistants

Key Concepts for Success:

1. Outreach programs
2. Referral programs
3. Faculty participation
4. Outlining all career options
5. Outlining specific career paths for the participants to follow

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Prelude

Target Population: Students planning to register for freshman courses

College Name: Yavapai College

Executive Officer: Dr. Paul D. Walker **Contact Person:** Dr. Ann Highum

College Address: 1100 E. Sheldon St., Prescott, AZ 86301 **Phone:** (602) 776-2122

Program/Service Narrative:

Our summer "Prelude" programs, as well as other orientation measures, are excellent retention strategies. We have found if we can let students know about services and assistance early, they will remember who to ask about them when they need them.

Re-entry adult students attend a half hour orientation session held in conjunction with the English and math assessment; students sign up for an assessment session either in the afternoon or evening, and the orientation is a part of the session.

Other, traditional-aged new students (and parents, if they want to attend a separate Parents Program) must attend a Prelude session during the summer if they wish to register early. The program goes all day on a Friday, with sessions for general college and degree information, a summary of various services available, and small group activities for students to get to know one another. In the afternoon, the students complete the English and math assessment tests and have a session about residence hall life and student activities. After a barbecue dinner, there are various social activities from which students and parents may choose. Those students from out-of-town stay in the residence halls overnight and are scheduled for an advisement session with a faculty advisor or counselor on Saturday morning. After advisement, the students may complete registration. Students from the local area return during the next week for their advisement appointment and registration.

Associated Costs: Students or parents are charged $25 for overnight participation; $8 for the day program (includes meals and materials). The program breaks even.

Personnel Requirements: Almost everyone in the student development area participates in some portion of the program, in addition to the President, Vice President and Deans. One Prelude is offered in April for local students, and 3 during the summer.

Key Concepts for Success: The program must be well organized, and move along relatively swiftly. A team approach has worked well for us, with Admission and Registration personnel responsible for coordinating and marketing. We are committed to giving students information so they can succeed in college. We are also committed to a streamlined and personal approach to advisement and registration.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Communities-In-Schools/Northeast Texas

Target Population: "At-risk" students, ages 14-21

College Name: Northeast Texas Community College

Executive Officer: Mike Bruner **Contact Person:** Vickie Spearman

College Address: P.O. Box 1307, Mt. Pleasant, TX 75455 **Phone:** (903) 572-1911

Program/Service Narrative:

Communities-In-Schools/Northeast Texas is a special program provided by Northeast Texas Community College and local school districts to help students in rural Northeast Texas succeed in school. Serving seven (7) school districts in a 3-county area, both the middle school and high school components provide itinerant counselors for group and individual guidance in conjunction with the schools' counseling services. Employment services, pre-employment training, career/vocational counseling and co-op services are also available. Ultimately, the program is designed to help students complete their secondary education and provide a successful transition into either college or the adult workforce.

Associated Costs: None - CIS/NET is funded by grants and contributions.

Personnel Requirements: Executive Director, counselor, field counselor, employment specialist, vocational counselor, instructional aides.

Key Concepts for Success:

1. Identify and target area students a-risk of not completing their education.
2. Provide a wide range of services to at-risk students to facilitate completion of their high school education by offering professional counseling services, tutorial help for academic remediation, group enrichment activities, employment services, pre-employment training, career/vocational counseling and co-op services.
3. Eligibility for Job Training Partnership Act (JTPA) services.
4. Coordination of efforts with participating independent school districts.
5. Assistance with the transition into higher education.
6. Provide area business and potential area businesses with a quality workforce.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Early Intervention (Exploring Self-Potential)

Target Population: 7th, 8th, 9th, 10th graders

College Name: South Georgia College

Executive Officer: Dr. Edward D. Jackson **Contact Person:** Dr. Wilma Lott

College Address: Douglas, Georgia 31522-5098 **Phone:** (912) 383-4304

Program/Service Narrative:

South Georgia College's early intervention program, known as ESP (Exploring Self-Potential), is designed to stimulate and prepare selected middle and high school students to attend college who, without such special attention, are not likely to develop the motivation or academic preparation to enroll. The ESP program provides: (1) TUTORIAL SESSIONS that place special emphasis on the enhancement of academic skills in keeping with individual needs; (2) GUIDANCE AND COUNSELING activities that focus on academic advisement, personal counseling, career exploration, and group guidance activities related to improving the motivational level of the student, monitoring student progress, values clarification, and establishing meaningful life goals; (3) REMEDIATION in reading, English and mathematics; (4) ENRICHMENT activities that include college-sponsored theater productions, concerts, lectures, sports events, and cultural field experiences; (5) SUMMER CAMP that provides the students with the experience of attending classes on a college campus and includes skills building in reading, writing, speaking, calculating, critical thinking, and computer usage; and (6) SPECIAL INTEREST sessions that include instruction on taking standardized tests, using the college library, developing social skills, developing personal and group problem-solving techniques, and meeting requirements for entrance into college.

South Georgia College faculty and local public school personnel jointly select the fifty students who will participate in the program. The students who are selected have the ability to be successful college students, but they need the extra encouragement, horizon expanding and skills building experiences the program provides. South Georgia College students are asked to serve as mentor/tutors for the middle and high school students in the program.

Associated Costs: Funding by a grant from University System of Georgia Board of Regents.

Personnel Requirements: Director and Assistant Directors from the College. Faculty members from local schools and consultants with special interest. College students serve as tutor/mentors.

Key Concepts for Success:

1. Require participants to attend planned sessions.
2. Counseling by qualified counselors.
3. Mentors with patience, understanding, and knowledge.
4. Faculty contact and individual attention given each participant.
5. Parental and community support.
6. Provide transportation to and from events.
7. A year's planning with monthly themes.
8. Cultural field experiences (state Capitol, EPCOT, dinner theater).

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: The Peer Mentor Program

Target Population: Freshman--specifically those in need of a support system

College Name: Atlantic Community College

Executive Officer: Dr. William A. Orth **Contact Person:** Virginia Nalls

College Address: Mays Landing, NJ 08330-9888 **Phone:** (609) 343-5089

Program/Service Narrative:

This program attempts to assist new students, helping them to make an effective academic and social transition to college life. It focuses on first-time freshman, providing special support during the first 12 weeks of the semester, a time when the heaviest attrition occurs. The College follows a selection process for freshmen participants (mentees): They must meet certain at-risk criteria which are identified during an interview with the program director; they must also request this service. The Peer Mentors--students who provide support for freshmen participants--are recommended by faculty for their strong interpersonal skills and their academic performance. Fifteen to twenty candidates are chosen for training during the Spring Break. Peer mentors are paid $5 an hour for meeting with their mentes--and for paperwork and any other assigned tasks. The mentors and mentees meet on a weekly basis. Where indicated, referrals are made to the tutoring lab, computer lab, career counselor, or specific workshops. The mentors' final task is to have the freshmen participants assigned to an academic advisor to register for the spring term.

Associated Costs: Stipend for mentors; brochures

Personnel Requirements: Program coordinator; peer mentors

Key Concepts for Success:

1) Get support throughout the institution
2) Involve the faculty
3) Keep the program small and the quality high
4) Plan an effective publicity campaign to attract both mentors and Freshmen participants
5) Develop a tracking system

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Hardware Store Management

Target Population: Students who desire a career in the Hardware Industry

College Name: Navarro College

Executive Officer: Dr. Gerald E. Burson **Contact Person:** Tom Knox

College Address: 3200 W. 7th Ave., Corsicana, TX 75110 **Phone:** (903) 874-6501

Program/Service Narrative:

In response to requests from the hardware industry, Navarro College has implemented a new program in Hardware Store Management. The college staff verified the program's need by surveying a large number of hardware stores in Texas.

Leaders in the hardware store industry aided in designing the program. An advisory committee composed of major hardware wholesalers, individual store owners and the Southwest Hardware & Implement Association, was formed to ensure that the program and the students who complete it will serve the needs of the hardware industry. All hardware courses are taught by a faculty member with retail hardware experience. It is designed to prepare students for immediate employment in a responsible management training position in just one year.

Students study the following areas of product knowledge: electrical, plumbing, builders hardware, building materials, paint, paint sundries, hand and power tools and lawn and garden supplies. The instruction is from an end-user perspective to enable the students to answer questions and solve problems of their future customers.

The management skills taught are specific to the hardware store environment. Areas covered include store operations, sales techniques, advertising, promotions, inventory control, employee hiring and training, customer service, variable pricing, expense control and much more.

Associated Costs: Creation of a "mock hardware store" for lab purposes, nationwide marketing of the program.

Personnel Requirements: Faculty member with retail hardware experience.

Key Concepts for Success:

1) Support of the hardware industry
2) Having faculty with hardware experience
3) Financial commitment of the college administration to market the program nationwide

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "The Challenge for Excellence" Endowment Scholarship Program

Target Population: Secondary school students within college district

College Name: Texas Southmost College

Executive Officer: Dr. Juliet Garcia **Contact Person:** Kathy Harlan

College Address: 80 Fort Brown, Brownsville, TX 78520 **Phone:** (512) 544-8255

Program/Service Narrative:

Texas Southmost College applied for and received a Title III Challenge Grant from the United States Department of Education that offered a two to one match for the successful raising of one million dollars by June 1, 1989. The goals were to decrease the dropout rate, improve basic skill proficiency, and provide tuition assistance. The resulting "Challenge for Excellence" endowment scholarship program offers students the chance to start their savings accounts for college while they are still in junior high and high school. By making good grades in the college preparatory core subjects of English, reading, math, science, history, and foreign language, students in grades 7 through 12 earn "scholarship dollars" that can be spent at Texas Southmost college upon graduation from high school. Every semester grade of an "A" earns tuition and fees for one college credit hour; every semester grade of a "B" earns tuition and fees for one-third college credit hour. These scholarship hours accumulate as they go through secondary school and can be "cashed in" for either academic or occupational/technical courses at Texas Southmost College.

During the first year (1989-90) of implementation, over 4,000 students earned tuition and fees for 14,025 college credit hours! Easily replicated in other areas of the United States, this program has impacted thousands of students in the predominantly Hispanic Lower Rio Grande Valley, and has the potential to affect tens of thousands more nationwide.

Associated Costs: Promotional and instructional items such as brochures, manuals, posters, and bumper stickers.

Personnel Requirements: Director of Endowment Scholarship and clerical assistance.

Key Concepts for Success:

1) Support of community
2) Support of schools involved in the program
3) Agreement of schools within college district to notify students of their earnings
4) Positive working relationship between college and schools to keep the program a collaborative effort.
5) Visionary thoughts!

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Tutoring and Note-Taking Program Emphasizing Volunteerism

Target Population: Students needing academic assistance

College Name: New River Community College

Executive Officer: Dr. Floyd Hogue **Contact Person:** Dr. Tom Wilkinson

College Address: P.O. Drawer 1127, Dublin, VA 24084 **Phone:** (703) 674-3617

Program/Service Narrative:

Many community college students can benefit from the assistance of tutors and in some cases, persons who take notes during classroom lectures. New River Community College has addressed this need by developing a special program operated totally by part-time employees and volunteers, which in 1989-90 provided 5,952 hours of tutoring in 98 different courses, and 6,588 class meetings with notetakers. Originally designed for learning-disabled and hearing-impaired students, these services have also proven useful to the student body as a whole.

A key component of this effort has been student volunteerism. Last year 190 students volunteered 7,860 hours of their time to help other students. Volunteers have been recognized with articles in their hometown newspapers, letters of reference and service certificates, and a reception for volunteers hosted by NRCC's president.

Other key components include a tutor classification system based on education and experience; a tutor training program utilizing self-paced video training and workshops with faculty and program specialists; and an evaluation component. Student feedback has been highly positive. In addition, it is believed that higher success rates in developmental studies classes can be attributed in great part to this program.

Associated Costs: Costs have included wages for part-time personnel and $1,000 in textbook acquisitions. Such costs could easily vary depending on institutional circumstances.

Personnel Requirements: A program coordinator (part-time); part-time tutors and notetakers as funds allow; volunteer workers.

Key Concepts for Success:

1) Volunteerism
2) Training and recognition for volunteers
3) Faculty support
4) Coordination of activities by an assigned coordinator

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Heavy Equipment Operation and Maintenance

Target Population: Heavy Construction Industry (road bldg, site prep, mines & quaries)

College Name: Northwest Iowa Technical College

Executive Officer: Dr. Carl Rolf **Contact Person:** David Lagoo

College Address: Highway 18 West Sheldon, Iowa 51201 **Phone:** (712) 324-5061

Program/Service Narrative:

The Heavy Equipment program at NITC is designed to prepare students for employment in heavy construction equipment operation, maintenance and repair. Graduates receive a diploma on completion of the program.

The training experience is similar to what the student will find when he/she enters the labor market. The program contracts with county and city governments and conservation commissions for projects. Typical projects include constructing roads, recreation areas, parks, sanitary landfill ditches, pipe and open drainage systems. The students learn to operate dozers, self-propelled scrapers, drag lines, road graders, loaders, backhoes, and gravel trucks under real occupational conditions. Students will also have experience in loading, securing and hauling heavy equipment on a low boy trailer with a diesel truck tractor. Acquiring a commercial driver's license is a required competency of the program.

The partnerships formed between the College and the industry creates a positive image for the college, provides "live" learning projects for the students, saves the taxpayer money, and allows county, city and conservation groups to stretch their limited budgets.

This program is the only Heavy Equipment Operation program in the nation endorsed by the Association of General Contractors of America. This certification was granted on the comprehensiveness of the program. The college owns or leases about 30 pieces of heavy equipment and trucks for instruction. In current dollars, the inventory value of the equipment is over $1,000,000 with replacement evaluated at $2,500,000.

Associated Costs: FY 91/92 budget including equipment leases -- $210,805.

Personnel Requirements: Two heavy equipment instructors, one department head, recruitment and placement personnel.

Key Concepts for Success:

1) Most have tangible construction projects.
2) Must enroll students from broad geographical area.
3) Commit large amount of college funds for capital equipment.
4) Dedicate adequate college funds for equipment repair costs.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Celebrate Education Day

Target Population: K-12 Educators in North Idaho

College Name: North Idaho College

Executive Officer: Dr. C. Robert Bennett **Contact Person:** C. Robert Bennett

College Address: 1000 W. Garden Ave., Coeur d'Alene, ID 83814 **Phone:** (208) 769-3303

Program/Service Narrative:

Approximately 1,000 educators from 12 school districts in Idaho's five northern counties gathered at North Idaho College on August 30, 1990 for the second annual Celebrate Education Day.

The event, which was held in conjunction with a regional in-service day and served as a kick-off for the 1990-91 school year, was highlighted by a keynote address by Dr. Earl Reum, a nationally-recognized educational speaker. The afternoon of activities also featured a wide variety of small group discussions allowing K-12 educators from various districts a forum for exchanging ideas.

The afternoon of activities began with an outdoor picnic lunch, catered by North Idaho College, while participants listened to musical entertainment.

The educators packed the college auditorium to hear Dr. Reum provide an entertaining, motivational speech, laced with humor. Following his address educators met in classrooms on the NIC campus for small group discussions. The 23 small group discussions were organized by grade level and subject areas as well as a reception for the board members of the various school districts. Some of the topics included were:

Drug and Alcohol Curriculum (PE/Health);
Integrated Math; Good Idea or Another Fad (Mathematics);
Teaching for the World of Work (Vocational);
Addressing the Needs of the Whole Child (Special Education).

The event was coordinated by North Idaho College and co-sponsored by the Idaho Region I Superintendents Association, Lewis-Clark State College and the University of Idaho.

Associated Costs: NIC paid $4.50 each for college employee's lunch, the participating school districts shared the costs of the featured speaker, meals and transportation.

Personnel Requirements:

Key Concepts for Success: With an event of this size planning is critical. The event ran very smoothly and was a huge success.

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Smyth County Education Center of Wytheville Community College

Target Population: Educational programs for business and industry

College Name: Wytheville Community College

Executive Officer: Dr. William F. Snyder **Contact Person:** Dr. A. Lee Hall

College Address: 1000 East Main St., Wytheville, VA 24382 **Phone:** (703) 228-5541

Program/Service Narrative:

In 1985, the director of personnel of a large industry in Smyth County, Virginia brought a problem to the Smyth County Chamber of Commerce--his company had a variety of continuing education needs and he speculated that the entire county needed a vehicle for worker skills/educational upgrading. That appearance was the seed which sprouted into a regional survey, an industry drive to raise funds to support a building project, a political drive to enlist legislative support for a state contribution of $175,000, and, ultimately, a three-classroom, four office education center, with almost unlimited expansion possibilities.

The building was designed by a local architect, the site was purchased adjacent to the local industrial park, considerable building materials were donated, and the college agreed to manage and operate the Center under a lease arrangement with the Smyth County School Board. The amount of the lease payment was nominal. Area businesses/industries will have priority use of the facility for education training; WCC will schedule day and evening classes; Virginia Tech will offer graduate courses through a satellite down-link; and other educational organizations, including literacy/adult education groups, will have access. The first courses are being offered during the 1991 spring semester.

The origin of the Center concept, its location in an industrial park, the partnerships for the delivery of a variety of educational services, and the broad community support make this activity unique and innovative, but one which can be duplicated where there is desire.

Associated Costs: Furnishings, including instructional equipment; promotional materials, including center brochure and class schedules.

Personnel Requirements: Center Coordinator, Secretary, Faculty members

Key Concepts for Success:
1) Recognition of need for educational programs by community and business leaders
2) Extensive college/community cooperation

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Evaluation, Advisement, and Placement Program

Target Population: Underprepared Students

College Name: Northeastern Oklahoma A & M College

Executive Officer: Dr. Bobby R. Wright **Contact Person:** Dr. Doris J. Snyder

College Address: 200 "I" St. NE Miami, OK 74354 **Phone:** (918) 542-8441

Program/Service Narrative:

The Evaluation, Advisement, and Placement Program at Northeastern Oklahoma A&M College was designed to evaluate the prior academic records of incoming students and refer them to advisers for enrollment or to the Testing Center for further evaluation. The Testing Center personnel and other counseling staff administer the ASSET Assessment of basic skills and abilities and obtain an educational profile of the students. Students participating in this service are then referred to faculty advisers for enrollment and final course selection. All freshmen at Northeastern enroll in a one credit hour Orientation course, and students undecided on a major enroll in a special section of Orientation which includes career guidance and participation in the SIGI Plus computerized guidance system.

Students evaluated through the program of evaluation, advisement, and placement and recommended into pre-collegiate courses have the opportunity to build their skills to college level competency with the smaller classes and the non-punitive grading system used. Pre-collegiate courses are evaluated Satisfactory (S) and Unsatisfactory (U). Students low in several areas are recommended to take courses listed for a "Guarded" Semester. This guarded semester includes pre-collegiate courses and Study Skills and Reading Improvement courses.

The college has also implemented an "Early Warning" academic alert system which monitors the attendance and academic progress of all students but which is particularly effective with students who have been identified as "at-risk" of academic failure and tested through the Evaluation, Advisement, and Placement Program.

Students participating in these programs and services have stayed in school as well as the "not-at-risk" population when their academic backgrounds are compared.

Associated Costs: 25,000

Personnel Requirements: 1 secretary (clerical aid). Other personnel are current counseling staff and college administrators.

Key Concepts for Success: Give a student an opportunity to prove ability. Failing that, place the student at a level where he/she can be successful. Provide constant monitoring and reinforcement of positive behavior and classroom deportment. Make support available prior to failure--proactive rather than reactive treatment for academically underprepared students.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Distant Learning Program

Target Population: Economically Disadvantaged adult students

College Name: North Country Community College

Executive Officer: Mr. David Petty **Contact Person:** D. Petty

College Address: PO Box 89, 20 Winona Ave., Saranca Lake NY 12983 **Phone:** (518) 891-2915

Program/Service Narrative:

NCCC, located in the Adirondack Mountains, operates in two of the most sparsely populated and poorest counties in the state. Its service area, the largest in SUNY, encompasses 3514 square miles, transacted only by two lane, rural roads. Getting staff to participate in development opportunities is difficult as is recruiting students and retaining them. In 1987, NCCC initiated "project time" for faculty to pursue a topic of interest. The Distant Learning Project, initiated by Professor of Biology Peter Biddle, was conceived to assist adult, vocational students, particularly those who are economically disadvantaged at branch campuses where insufficient registration numbers would prohibit offering these courses. Three separate forms of technology are used: high grade voice, an electronic blackboard and facsimile. The instructor was equipped with a directional microphone, and students are given desktop microphones which allowed questions and discussion from any site. The second component is the electronic blackboard, which consists of a graphic's tablet, computer and a special modem hooked up to one or more 25" monitors. As an instructor writes on the tablet, the writing appears on the monitors at all sites simultaneously. When an instructor touches a labeled part of the tablet, preloaded text and diagrams appear miles away. Facsimile or "fax machines" are used to transmit tests and course materials. DL reduces travel expense, travel time and associated child care costs. Present staff has been better utilized as full time staff have been "beamed" to branch campuses. DL has also brought about improved administrative communication. Administrators have been able to develop more contact with staff on other campuses. The materials produced for DL classes have provided new and different instructional models and standards. In its first year of operation, DL served 47 students on two campuses. Presently, DL is serving 250 students on three campuses. The development and ongoing implementation of DL instruction at NCCC illustrates that the best answers to the question of how scarce resources may be used in an innovative manner in a small rural community college are found in the talent and imagination of the existing staff.

Associated Costs: Purchase of equipment (microphones, microcomputers, modems, fax machines) additional phone line service charges.

Personnel Requirements: Existing faculty, trained in use of equipment; coordinator of the program.

Key Concepts for Success:
1) Willingness of staff to learn new procedures
2) Purchase of proper equipment to minimize "down time"
3) Breaking down the fears of students to using the new technology
4) Finding a coordinator to service hardware, software and faculty training

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Computing Across the Network

Target Population: Students and Faculty

College Name: Chesapeake College

Executive Officer: Dr. Robert Schleiger **Contact Person:** Dr. Gerald E. Waterson

College Address: P.O. Box 8, Wye Mills, MD 21679 **Phone:** (301) 822-5400

Program/Service Narrative:

Unique among community colleges of all sizes is the computer networking usage at Chesapeake College. While virtually all 2-year institutions have computers and many have some networking capabilities, Chesapeake utilizes the network campus-wide in the instructional process.

Using icon-based Macintosh computers located in computer labs, the Learning Resource Center, and the Writing Center, students 1) submit papers and projects to faculty controlled electronic folders on the network for evaluation, 2) can have their computer screens controlled, to provide assistance, by faculty from a different location on campus, 3) can access network resources throughout including prose analyzers or encyclopedias. Some faculty do not even require a physical paper and return work in another electronic folder.

The network setup was of relatively low cost utilizing unused phone lines and has been cited by Farallon Computer Corp. in its ads and by Apple Computer in its designation of the college as a HEPPII School, a discount and free training program usually given to 4-year colleges.

Associated Costs: Software as needed.

Personnel Requirements: Network Manager

Key Concepts for Success:

1) Student training program for various courses - required by all English Composition classes.
2) Faculty participation
3) Faculty training
4) Easy to learn and use computers

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Women's Expo

Target Population: Women in Northeastern Colorado

College Name: Northeastern Junior College

Executive Officer: Dr. Henry Milander **Contact Person:** Lois Kenney

College Address: 100 College Dr., Sterling, CO 80751 **Phone:** (303) 522-6600

Program/Service Narrative:

The **Division of Community Education** at Northeastern Junior College will hold it's fifth annual **Women's Exposition** Saturday, April 27th on the NJC campus. The **Women's Expo** was begun five years ago after two staff members attended the Working Women's Fair in Denver and became excited about offering something similar for those rurally isolated women in the five county service area of Northeastern Junior College. Aimed at women of all ages and backgrounds, the expo is a day of educational workshops for women, interspersed with a keynote speaker, a networking luncheon, and a mini-mall from which participants may make purchases. Various workshop presenters are brought in for the workshops, which can range from parenting to health to relationship issues. Local businesses donate door prizes which are given away during the luncheon and the day ends with a reception for the presenters and the attendees. The cost is kept to a minimum and participants receive 1/2 semester credit for attending. Monies raised from booth sales and admission pay expenses and the remainder is used for scholarships for women of non-traditional age who are returning to school. Each year, the planning committee selects a winner of the "Women Helping Women" award. Last year the award was given to a local female physician for her work in community presentations for the prevention of breast cancer. She also donates to the Abused Partners Program. Since more women are becoming heads of households and are making more parenting and consumer decisions, the division feels we are meeting a need in regard to educating women who now comprise 52% of the entire U.S. population.

Associated Costs: College promotional materials

Personnel Requirements: Community education staff members/community volunteers

Key Concepts for Success:

1) Participants receiving college credit for the seminar
2) Enthusiasm and motivation to explore other educational opportunities at the college
3) Community support (local media, businesses, etc.)

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Computer Van"

Target Population: Residents and Business of NJC's Five County Service Area

College Name: Northeastern Junior College

Executive Officer: Dr. Henry Milander **Contact Person:** Jack Peck

College Address: 100 College Dr., Sterling, CO 80751 **Phone:** (303) 522-6600

Program/Service Narrative:

The State of Colorado has designated NJC with the opportunity to provide educational services to the residents and businesses of northeastern Colorado. This includes the counties of Logan, Yuma Washington, Sedgwick, and Phillips. This area is approximately 8500 square miles with a population base of approximately 42,000. The fourteen (14) school districts in our service area have an enrollment ranging from 47 to 2700 K-12 students. The small rural schools are equipped with Apple computers but lack the more modern technologies of IBM and Macintosh. In order for NJC to meet the computer needs of these residents we purchased a 1979 flat-nosed Harvest International truck. The box on the truck is enclosed and measures eight (8) feet by twenty (20) feet in which we constructed a classroom containing 14 IBM Model 30 computers. Each computer is equipped with 640K of RAM and 20 Megabytes of hard disk space. The van contains lots of storage, a greaseboard, air conditioning, floor heaters and adequate ventilation. Each of NJC's twelve community educators schedule the van for a three week period of time. In this three week span courses can be offered covering topics such as: Personal Computing I - IBM, Personal Computing II - IBM, speadsheets (Lotus 1-2-3 or MicroSoft Works), wordprocessing (MicroSoft Works or Word Perfect) and integrated packaging (MicroSoft Works), Young Farmers Program and Farm Business Management Program. During the summer the van is used as a recruiting tool at county fairs, rodeos, etc. It has been highly successful and appreciated. The only week it is not in use during the regular school year is the week between Christmas and New Years. Each of the school districts want it longer than three weeks but with 12 school districts to be covered is very difficult to allow longer than three weeks. We have rented the van to a large national agricultural corporation for the purposes of training employees on a new accounting and/or inventory control system.

Associated Costs: Tuition, books, disks, and supplies (paper usage).

Personnel Requirements: Approved NJC instructor, Admissions Coordinator, Local Community Education Coordinator and Assistant Coordinator of Community Education.

Key Concepts for Success:

1) Participants must register for the class
2) Instructor is paid for teaching
3) School district is reimbursed for letting NJC park the computer van on their property
4) Structuring of class to meet the needs of the participants
5) Making the process of registration and payment of tuition and books as simple and pleasant as possible.
6) Make sure the participants realize that the course offering is a cooperative effort between NJC and their school district.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Tennis Teaching and Management Program

Target Population: Service area population seeking sports-related business career

College Name: Technical College of the Lowcountry

Executive Officer: Dr. Anne S. McNutt **Contact Person:** Dr. Bryce Young

College Address: P.O. Box 5976, Hilton Head Island, SC 29938 **Phone:** (803) 842-6509

Program/Service Narrative:

The rapidly growing tennis resort of Hilton Head Island is the site of TCL's tennis teaching and club management program. Students are able to earn an associate degree in general business with an emphasis in tennis management or specialized certificate in pro shop management, club supervision, fitness management, club development and promotion and/or tennis coaching.

This unique program offers students of all ages and athletic abilities an opportunity to train for a variety of management positions. The College's active partnerships with the many tennis facilities on the Island provide internships, guest speakers, and the use of additional equipment and court surfaces. All courses have been designed in cooperation with the United States Professional Tennis Registry (USPTR), a world wide organization of over 4,000 tennis teachers. TCL's courses prepare students to take the various Registry certification exams.

The tennis teaching and club management program has enriched the College's cultural diversity by drawing substantial numbers of students from beyond the service area, including eleven foreign countries. For many of our rural students, this is their first opportunity to attend classes and interact with students from a variety of other nations. TCL students have the opportunity to participate in the College's NJCAA tennis team headquarters at the world class Van der Meer Tennis Center.

Associated Costs: Advertising/marketing; portable computer and software; VCR and camera; library.

Personnel Requirements: Program Director/Instructor, Adjunct Faculty from various professional areas, administrative assistance

Key Concepts for Success:

1) Develop partnerships with business facilities for use of personnel, courts, and equipment.
2) Recruit our tennis clubs for internships and as employers
3) Market regionally, nationally, and internationally
4) Certify students with recognized professional organizations

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "A Different World" Video

Target Population: Transfer Students at Ulster

College Name: Ulster County Community College

Executive Officer: Robert T. Brown **Contact Person:** Patricia Makowsky

College Address: Stone Ridge, NY 12484 **Phone:** (914) 687-5081

Program/Service Narrative:

Success at a four-year school for the transfer student does not only revolve around academic preparation, but also the ability to adjust to being a resident in a NEW school community, learning to live with roommates, dealing with large classes and emerging from a homogenized student environment to that of many beliefs and backgrounds. The Office of Student Development produced "A Different World" video to help our transfer population with an issue that has been overlooked in the past.

The video: 1) Helps students prepare a check list of student life questions they should be using when shopping for a four-year school; 2) Apprises students of the life-style adjustments required when trasferring; 3) Assures them that these adjustments are a necessary and normal part of transferring; and 4) Emphasizes the importance of planning and working with the Transfer Coordinator and prospective schools to ensure a smooth transfer. The 20-minute video features Ulster students who recently transferred to a variety of public and private four-year schools sharing their experiences with campus safety, alcohol use, relationships and study habits.

The video is shown at publicized times throughout the year on campus, and is available on an overnight loan basis. At its debut last fall, the video was followed by a workshop conducted by SUNY College at Cortland representatives who discussed the student life issues presented in the video. This event was an innovative collaboration between a two-year and a four-year college within our SUNY system.

Associated Costs: Lunch for panel members; refreshments served at video screening.

Personnel Requirements: Coordinator of Transfer Services; Coordinator of TV & Distance Learning.

Key Concepts for Success:

1) Provide a moderator to answer questions after the video.
2) Address student life issues through peers and candid discussions by administrators
3) Faculty encourage attendance
4) Offer video as part of Transfer Information Month (November), so students are equipped with information before they finalize their transfer choices in the Spring.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Solicitation of Equipment to Train Golf Course Superintendents"

Target Population: Manufacturers and Distributors

College Name: Lake City Community College

Executive Officer: Dr. Muriel Kay Heimer **Contact Person:** John Piersol

College Address: Route 3, Box 7, Lake City, FL 32055 **Phone:** (904) 755-9965

Program/Service Narrative:

The College's Golf Course Operations (GCO) program is a three-year program that attracts students from across the nation and around the world. This program has achieved a desirable balance of technical training and practical experience, each of which are necessary to prepare qualified golf course superintendents. The program receives strong industry support in the following forms: Student scholarships, technical consultants, donated materials, and loans of sophisticated, expensive equipment.

The golf course mechanics module of the GCO program is especially costly because of the need for tools, diagnostic equipment, and turf maintenance equipment for use by students. By virtue of the College's excellent reputation and the efforts of the golf course mechanics faculty, major equipment manufacturers loan at least $500,000 worth of new equipment to the program annually. The equipment is used during fall and spring semesters and is returned during the summer, when a new cycle begins. In this fashion, students and their instructors are always training on the newest, best equipment, which, in turn, allows our GCO program to retain its position of prominence.

Associated Costs: College must budget money for insurance, travel to visit manufacturers, inventory control, and security.

Personnel Requirements: College must appoint an equipment coordinator to supervise solicitation and use.

Key Concepts for Success:

1) Industry must be approached in a coordinated manner.
2) The College must solicit in an industry which is likely to be receptive to its requests.
3) The College support of solicitation efforts must be unqualified.
4) The College must commit itself to this process over a period of year; quick returns are possible, but not likely.
5) Success requires participation by motivated faculty.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Big Horn Mountains Cooperative Educational Program"

Target Population: Students who will not be entering a four-year program after high school

College Name: Sheridan College

Executive Officer: Dr. Stephen J. Maier **Contact Person:** Linda Slack

College Address: P.O. Box 1500, Sheridan, WY 82801 **Phone:** (307) 674-6446

Program/Service Narrative:

In September, 1986, administrators from Sheridan College and the three Sheridan County school districts formed a steering committee to develop a county-wide cooperative educational program. The resulting Big Horn Mountains Cooperative Educational Program has three major components: (1) an extended campus program; (2) a student/information plan; and (3) faculty in-service and exchange. The committee envisions this three-part program as improving educational opportunities for all students, encouraging young people to continue their education beyond the 12th grade, economizing use of the county's educational resources, and expanding professional growth opportunities for all the county's educators.

The extended campus program is designed to encourage more efficient use of resources and to open programs county-wide. The college provides tuition grants for high schools seniors taking college classes and high schools allow students release time to attend. The machine tool technology program, taught by college faculty in the Sheridan High shop, is the subject of a planning grant application for a potential continuous track offering. The Co-op also sponsors a remedial summer school. Classes are held on the college campus by certified instructors; each district counts these classes for graduation credit. The student information component of the Co-op consists of vocational assessments, interest inventories, campus visits, career presentations, and career and science fairs. The faculty component is designed to create a professional network among county teachers through joint in-services. Teachers are also invited to conduct peer observations and faculty exchanges and to conduct curricula reviews to unify what is being taught.

Associated Costs: In-service speakers, meals, print of programs. Minimal mileage for faculty to visit other schools. Release time for faculty, substitute costs.

Personnel Requirements: Release time for administrators to serve on steering committee, secretarial services to take and distribute minutes, time for counselors to coordinate surveys and summer school registration.

Key Concepts for Success:

1) Support of the Boards of each school/college district
2) Commitment from the top administrators at each district
3) Faculty participation
4) Coordination among counselors
5) Lessening of "turfism" among participating institutions

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Faculty/Staff Development Center

Target Population: College staff, faculty, administration

College Name: Gogebic Community College

Executive Officer: Dr. James R. Grote **Contact Person:** Sharon Cedarstrom

College Address: E4946 Jackson Road, Ironwood, MI 49938 **Phone:** (906) 932-4231

Program/Service Narrative:

In an effort to support and maintain a high quality of teaching and learning, the college has established, with help from a Title III strengthening grant, a faculty and staff organizational development program. This program seeks to encourage individual and professional growth and is facilitated through a Faculty/Staff Development Council comprised of a cross-section of college employees under the leadership of the college president. At the core of the program is the Faculty/Staff Development Center (FSDIC). The center is easily accessible by administrative personnel and faculty, and is equipped with two personal computers complete with spreadsheet and word processing software; laser, dot-matrix, and label printers; and a videotape player/monitor. Video and audio training tapes and teleconference tapes, are available on a variety of subjects as are software reference manuals, task specific software, and information on current workshops and seminars. The center is also convenient for faculty to preview classroom materials. Workshops are presented by college employees each semester to demonstrate new software and some of the features unique to various existing software programs. The workshops are designed to be brief, informal and fun for any interested employee. The objectives of the center are: 1) to enable faculty and staff to gain knowledge about current issues, 2) to enable faculty and staff to develop themselves individually and professionally and, 3) to provide a place for individual study as well as an atmosphere that fosters informal, scholarly discussions among faculty and among employees across the curriculum.

Associated Costs: Initially; equipment purchases. Annually; newsletter, software updates

Personnel Requirements: Employees to serve on the council

Key Concepts for Success:
1) Administrative Commitment
2) Faculty support
3) Employee involvement in decisions that affect the program
4) Continued promotion of the center

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: A Campus in the Park: The Yellowstone Experience

Target Population: Summer Employees in Yellowstone National Park

College Name: Northwest College

Executive Officer: Philip Kendall **Contact Person:** Rosalie J. Kramer

College Address: 231 West 6th, Powell, WY 82435 **Phone:** (307) 754-6235

Program/Service Narrative:

This program, a cooperative venture between Northwest College and TW Recreational Services, was designed to meet the need of the summer employees in Yellowstone Park. The curriculum (38 courses) was offered at four locations in the Park and consisted of academic transfer courses, regionally focused courses (i.e., Geology of Yellowstone), and courses which appealed to older employees (i.e., Watercolor and Photography). TW Services provided room and board for faculty and spouses, as well as classrooms. Faculty were recruited from the local campus and from schools in the Midwest. Employee work schedules and the variety of "classrooms" available required extreme flexibility on the part of everyone involved.

While somewhat more expensive than instruction on campus, the educational services provided in an extremely remote area were very valuable.

Associated Costs: Recruitment materials, teaching supplies, faculty and administrative salaries.

Personnel Requirements: Coordinator, three site coordinators, faculty

Key Concepts for Success:

1) Flexibility
2) Balanced curriculum
3) Intense advertising/recruitment
4) Faculty involvement

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "The Development of a Minority Business Council in Rural Setting"

Target Population: Minority entrepreneurs and business owners

College Name: Southeastern Community College

Executive Officer: Dr. Stephen C. Scott **Contact Person:** Janice Simms

College Address: P.O. Box 151, Whiteville, NC 28472 **Phone:** (919) 642-7141

Program/Service Narrative:

The services area of Southeastern Community College is Columbus County, with a population of 50,000 spread over an area of 945 square miles. The area's economic base is heavily dependent upon small business. This rural community lacked the networking system necessary to assist entrepreneurs of small business owners who are minorities - people of color, women, and the handicapped. "Growing our own council" seemed an excellent approach to provide a structure to offer business information, role modeling and mentoring support for minority businesses until they become capable of meeting their own needs.

Having received a seed grant from AACJC and the U.S. Department of Commerce, the college's Small Business Center contacted local church, civic and cultural groups to identify appropriate candidates to become active, working council members. The 14-member minority council that was developed includes eight established business owners and six service providers (some of whom also own businesses).

The council is involved with: 1) identifying minority businesses operating in the county and minorities interested in becoming entrepreneurs, 2) providing business information and direction for minorities, 3) establishing minority entrepreneurial awareness in area secondary schools, 4) sponsoring a business plan development contest for minority high school students, and 5) obtaining funds to support the various projects of the council.

Associated Costs: In-kind administrative support, secretarial assistance, facilities use, and printing.

Personnel Requirements: Small Business Center director, Counseling Services representative, and Student Activities representative.

Key Concepts for Success:

1) Use of grassroots or "bottom-up" approach to identify council members
2) Ensuring a racial and gender mix on the council
3) Commitment of council members for at least a two-year term of service
4) College commitment and support to provide administrative assistance and facilities
5) Continual renewal of council members by exposure to other exemplary programs and service providers.
6) Provision of an established service to further assist entrepreneurs and established businesses with in-depth problems or challenges.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Faculty/Staff Development Program

Target Population: Faculty and Staff of York Technical College

College Name: York Technical College

Executive Officer: Dennis F. Merrell **Contact Person:** Carolyn G. Stewart

College Address: 452 S. Anderson Rd., Rock Hill, SC 29730 **Phone:** (803) 327-8000

Program/Service Narrative:

York Technical College is committed to working with the faculty and staff to offer opportunities for upgrading skills and knowledge that would be helpful in improving the effectiveness of the institution. A Faculty/Staff Development Program was implemented to provide professional enhancement opportunities for faculty/staff to upgrade their teaching, coping, management, and interpersonal skills; to provide an externship program for faculty to become familiar with state-of-the-art experiences in business and industry; to provide release time and support to attend workshops, credit courses, and professional activities; and to provide a program to support innovative faculty/staff development activities.

The Faculty/Staff Development Program is directed by the Professional Development Council. The Council is composed of one faculty member and the dean from each academic division, two representatives from non-instructional staff, the Vice Presidents for Instruction and Development, and the Instructional Developer. The Council promotes development activities; reviews, evaluates, and recommends professional development proposals for funding; and serves as a contact point for project follow up and evaluation.

Development projects are planned by each individual faculty/staff members with input of the supervisor and submitted to the Council for funding consideration in one of the two annual project cycles held in either September or March.

Associated Costs: Project budgets may include tuition/registration, materials/books, equipment, meals, travel, consultant contracts, and release time.

Personnel Requirements: Members of Professional Development Council, Professional Development Council Director and Organizational Coordinator.

Key Concepts for Success:

1) Administrative support for the Faculty/Staff Development Program
2) Individual planning of development projects with supervisor input to meet current institutional needs and better serve identified target populations.
3) Attainable objectives which are clear and precise, measurable, and address stated needs
4) Cost effective budget planning
5) Evaluation and follow up to measure the outcomes and effectiveness of professional development projects.
6) Effective communication between the Professional Development Council and faculty/staff

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Summer Enrichment

Target Population: Junior and Senior High School Students

College Name: Northeastern Junior College

Executive Officer: Dr. Henry Martin Milander **Contact Person:** Ronda Bowey

College Address: 100 College Drive, Sterling, CO 80751 **Phone:** (303) 522-6600

Program/Service Narrative:

The Summer Enrichment Program is designed to allow junior and senior high school students the opportunity to pursue new topics, gain experience and knowledge in areas of special interest. Since the summer of 1983, students have been coming to the Summer Enrichment Program on the campus of Northeastern Junior College. The program is a five-day conference for students in junior and senior high school. The students stay on the NJC campus and eat meals in the college cafeteria. During the day, the students attend two classes that are of special interest to them. A class is chosen for the morning and one in the afternoon. The same classes are attended throughout the week. The program classes that have been offered are aviation, photography, drama, computer, psychology and self-esteem/leadership classes. Instructors are chosen for their expertise in their fields. Evening activities are also planned for the students. This allows participants to meet other young people who share their interest. At the end of the week-long program, a banquet is held and family and friends are invited to attend.

Each summer fifty (50) to eighty (80) young people attend the Summer Enrichment Program. Most of the students are from the fourteen (14) local school districts. Many of the participants have attended for three to five consecutive years.

Associated Costs: A $200.00 fee is required which covers room and board, evening activities and college credit for those students who are 16 years of age or older.

Personnel Requirements: Program Planning Coordinator, two Supervisors/Coordinators and Instructors

Key Concepts for Success:

1. Excellent communication between superintendents, principals and school counselors
2. Variety of classes offered. Usually not available at participant's school.
3. Low costs
4. Enthusiastic instructors and supervisors

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "The ABAC Incentive"

Target Population: High school graduates out of high school five years or more

College Name: Abraham Baldwin Agriculture College

Executive Officer: Dr. Harold J. Lloyd **Contact Person:** Michael D. Chason

College Address: Box 30, ABAC Station, Tifton, GA 31794 **Phone:** (912) 386-3264

Program/Service Narrative:

At a brainstorming session in December, 1986, the administration of Abraham Baldwin Agricultural College floated an idea that has attracted nationwide attention. It is called the ABAC Incentive Program. The idea behind the program is to allow persons who have been out of high school for at least five years and have never attended college the opportunity to take one five-hour course at no charge. The ABAC Foundation, Inc., picks up the $130 cost of the class. As of the 1990 fall quarter, 285 students had enrolled in the program and a total of 42 percent of those came back for a second quarter at their expense. The average first quarter grade point average was 3.08 on a 4.0 scale. The students are allowed to take only one class, but have the opportunity to take as many classes at their expense as they like during the following quarter. In 1990 the first ABAC Incentive student was graduated from Abraham Baldwin in the Honor Student category.

Associated Costs: The faculty and staff at Abraham Baldwin have funded much of the program through contributions to the ABAC Foundation. Other costs include promotional radio ads and flyers.

Personnel Requirements: Director of Admissions, Director of Public Relations, Director of Development

Key Concepts for Success:

1. Get the word out early about the program.
2. Obtain the support of the faculty and staff in funding the program.
3. Be willing to work with the students who have never entered a college classroom before.
4. Expect the best, but be resigned to the fact that some students will not return for the second quarter although they may return at some future quarter.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Family Enhancement Program"

Target Population: Economically disadvantaged single parent families

College Name: Oklahoma State University/Okmulgee

Executive Officer: Dr. Robert Klabenes **Contact Person:** Jeneane Campbell

College Address: 1801 E. 4th, Okmulgee, OK 74447 **Phone:** (918) 756-6211

Program/Service Narrative:

Improving personal situations of the economically and educationally disadvantaged single parent family diminishes with family commitments. Unemployment, under-employment and educational status are even further jeopardized when there are young children. The purpose of "THE FAMILY ENHANCEMENT PROGRAM" is to deliver social, educational and employment services to the hard-to-serve adult family.

The program directs participants towards obtaining the Associate of Applied Science Degree, which is some cases will require students to develop basic education competencies before actually entering a degree program. Maintaining high participant interest is enhanced by providing an environment of family security, i.e., shelter, child care, and food assistance.

Federal, state, and local agencies have integrated a delivery of human services system designed to provide educational and social services to participants who meet program eligibility criteria.

Twenty participants were selected to attend this seven-trimester pilot program. They are now pursuing a career goal and program major. This pilot program has proven successful and is being expanded.

Associated Costs: Tuition, books, tools, housing, food, child care expenses which are in part covered/paid by sponsoring entities (OSU/Okmulgee, Eastern Private Industry Council, Inc.: and Department of Human Services, Family Support Services.)

Personnel Requirements: College staff and faculty, sponsoring agency staff and DHS-Family Support Services staff.

Key Concepts for Success:

1. Participants live on campus.
2. Enroll and pursue graduate program in non-traditional career choice.
3. Comprehensive family counseling.
4. Developing and encouraging parenting skills.
5. Orient program participants/today's work force.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Geritol Frolics

Target Population: 55 and over

College Name: Brainerd Community College

Executive Officer: Sally Ihne **Contact Person:** Bob Dryden

College Address: 501 W. College Drive, Brainerd, MN 56401 **Phone:** (218) 828-2525

Program/Service Narrative:

The first Geritol Frolics started at BCC in 1987. It is based on a belief that senior citizens need creative outlets for their mental and physical health. The Geritol Frolics involves approximately 100 senior citizens each year from the service area of the college as creators, writers, and performers (singers, dancers, and actors) in a professional quality variety show. The quality is vital as it gives validity and encourages the self respect of the performer. The same or superior production values are given to this show involving the older adult as is given to any of the shows in the college theatre season.

This show has had such an impact on the lives of the people involved, that it was funded by the Sears Roebuck Foundation for replication in three pilot sites to show that it can work in diverse areas of the United States. The pilot sites were in Fresno, California; Dallas, Texas; and Baltimore, Maryland.

The Geritol Frolics has performed for the National Council on Aging in Washington D.C., and has been featured on ABC Television. In addition to the 24 performances staged annually in Brainerd, the group has recently performed the show at the Orpheum Theatre in Minneapolis, the St. Paul Civic Auditorium, and the Duluth Convention and Entertainment Center. Each year the Geritol Frolics writes a new script and performs a new show. The 24 performances given annually in Brainerd are normally sold out the first two days the tickets go on sale.

Associated Costs: Estimated at $20,000 with an income from the show at $47,000. There is a $25,000 net profit built into the show.

Personnel Requirements: Technical Director, Designer, and choreographer--all the rest of the personnel are Geritol Frolics volunteers.

Key Concepts for Success: We treat the senior citizen as a first class citizen. We do not skimp on those technical things which make a show look good! We have professional quality leadership in dance, music, acting, and in all phases of the production.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Building a Successful Telecourse Program"

Target Population: Non-traditional/Distance Learners

College Name: Laramie County Community College

Executive Officer: Dr. Timothy G. Davies **Contact Person:** Sandra Donovan

College Address: 1400 East College Drive, Cheyenne, WY 82007 **Phone:** (307) 778-5222

Program/Service Narrative:

After several years of offering one or two telecourses a semester, with marginal enrollments, Laramie County Community College rethought its approach to telecourse offerings. A weak telecourse effort was transformed into a highly productive, viable distance/alternative learning program.

To ascertain community needs, a survey was devised and widely distributed in the college service area. A telecourse kit containing information about telecourses was sent to survey respondents. Based on survey results, telecourse offerings were increased to an average of eight courses per semester and new strategies (air times, course topics, improved student course information, etc.) were implemented. Articles and ads were placed in area newspapers. Faculty for the first year were hand picked and carefully mentored. Telecourse evaluations during the fall semester revealed a high degree of satisfaction with the telecourse offerings and delivery system.

In the first year of this new approach, telecourse enrollment has increase 1,000% (enrollments increased 33% from fall to spring semester). A strong marketing effort with our students, our community, and our faculty has resulted in additional FTE for the college and greater access for nontraditional students.

Associated Costs: Initial program purchases, advertising, media supports costs (duplication, etc.)

Personnel Requirements: Telecourse coordinator, broadcast technician, media technician, secretary, student work-studies, faculty members.

Key Concepts for Success:

1.) Administrative support is critical to success.
2.) Aggressive marketing increases enrollments.
3.) Adequate technical support is a prerequisite to success.
4.) High quality faculty should be recruited.
5.) Faculty should be carefully and consistently mentored.
6.) Program efficiency and student satisfaction should be monitored continually, with needed changes implemented.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Sex Equity Imprinting Program

Target Population: Women interested in career exploration

College Name: Blackhawk Technical College

Executive Officer: James C. Catania, Ph.D **Contact Person:** Karen Knox

College Address: 6004 Prairie Ave., Janesville, WI 53545 **Phone:** (608) 756-4121

Program/Service Narrative:

In an effort to enhance female awareness of male dominated occupations and to provide hands-on exploration, the Sex Equity program has designed the **Non Traditional Options** workshop. Each semester, two thirty-six hour workshops are provided to women who are interested in exploring non-traditional occupations. These are occupations which enroll less than 26% female students. Vocational programs usually included are: •electronics, •mechanical design, •welding, •machine tool, •machine maintenance, •avionics, •diesel mechanics, •airplane mechanics, •electro-mechanical technology, •and electric power distribution. These occupations often pay higher wages, provide better benefits, and offer more stable careers then female dominated occupations.

Each workshop provides: 1. an introduction to non-traditional occupations; 2. an introduction to campus programs and services; 3. a campus tour; 4. a math component; 5. nine hours of career decision-making group sessions in each program; 6. hands-on exploration in nine male dominated occupations--two hour sessions in each program; 7. individual shadowing in additional programs; 8. referral information on financial aids, registration, basic education courses, pre-technical courses, etc. The **Non Traditional Options** workshop serves sixty participants per year. A 91-page manual has been developed to assist students with each of the workshop components. Eighty-six percent of last year's workshop participants entered vocational or pre-vocational programs.

Students who choose a non-traditional program after completing the workshop are encouraged to enroll in the **Pre-Tech/Pre-Electronic** workshop. This 36-hour workshop provides: pre-technical math; an introduction to measurements, safety, print reading, tool usage, and electricity; hands-on skills training in electronics; and individual shadowing in electronic-related programs. All of the project's services are free to participants.

Associated Costs: Coordinator's salary; instructors' salaries; supplies; advertising; student supplies; student presenter fees.

Personnel Requirements: Coordinator; workshop instructors; student presenters; clerical assistance; in-kind contributions by student services personnel and other project staff.

Key Concepts for Success:

1. individual support for non-traditional students (emotional and financial)
2. intensive career exploration prior to program enrollment
3. skill development in math and pre-technical skills
4. providing role models for workshop participants
5. positive, supportive instructors
6 peer support
7. district support of the project

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Gunsmithing

Target Population: Non-Traditional, Vocational Rehabilitation, and re-entry

College Name: Yavapai College

Executive Officer: Dr. Paul Walker **Contact Person:** Paul Maffey

College Address: 1100 E. Sheldon St., Prescott, AZ 86301 **Phone:** (602) 445-7300

Program/Service Narrative:

The Yavapai College Gunsmithing program, one of only about four serious programs in the entire country, bridges the gap between an archaic vocation and contemporary technology. Only at Yavapai, however, are modern manufacturing materials and computer techniques employed to bring the non-traditional age student to a high level of applications knowledge. Students learn how to be successful in business as well as modern gunsmiths.

Associate skills such as CAD, CAM, and Numerical Control are merged with Stockmaking, Knifemaking and Engraving. The Engraving classes are taught by the only woman member of the Firearms Engravers Guild of America to have achieved Professional (Master) status. This is the only program that applies modern technology to plating, computerized ballistics, a database for placement and gunsmithing vendors, and a stock duplicator.

Students are able to operate their own businesses or contract with Government agencies as Police Armorers. Many enter the manufacturing arena and quickly gravitate to administrative or engineering positions.

Future development of firearms repair, customization and innovation will be led by Yavapai College gunsmithing graduates. The placement rate for graduates is regularly 100%.

Associated Costs: Tools and supplies.

Personnel Requirements: Administrative Instructor and various experts in gunsmithing disciplines.

Key Concepts for Success:
1) Understand the role of Gunsmiths in modern society.
2) Be current in manufacturing materials, tooling and techniques.
3) Selfmotivation.
4) Innovation.
5) Critical thinking skills.
6) Ability to evaluate.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Faculty & Staff Development Network for Small Rural Colleges

Target Population: All Staff Members

College Name: Columbia College

Executive Officer: W. Dean Cunningham **Contact Person:** Ray Liedlich

College Address: P. O. Box 1849, Columbia, CA 95310 **Phone:** (209) 533-5140

Program/Service Narrative:

Columbia College personnel have played a key leadership role in establishing and operating this statewide California consortium dedicated to the professional and organizational development needs of small rural colleges. Composed of 18 member colleges, the Network is organized into three regional groups of six colleges each and directed by a statewide steering committee made of two colleges from each region. Each college is represented by teams consisting of a faculty leader (usually the Academic Senate President or designee), a classified support staff leader, and an administrator (usually the Dean of Instruction).

Initially funded by three consecutive instructional improvement grants from the State Chancellor's Office, the Network is sustained on a limited basis with institutional funds, while continuing to seek additional support from outside sources. All activities of the consortium address common institutional interests in faculty and staff development as seen by the faculty and staff themselves. Administrative representatives serve primarily as facilitators to help plan and implement the various consortium activities, which include an annual statewide conference, regional workshops, and a computer network.

Associated Costs: Costs vary depending on level of both institutional and outside support.

Personnel Requirements: Personnel requirements include Steering Committee members and key contact personnel on each campus. (Communication is generally through the Dean of Instruction's office.)

Key Concepts for Success:

1. Recognition that most small rural colleges have many of the same needs, which translate into common potential and problems.
2. Strong support from faculty, classified, and administrative leadership.
3. The initiative and efforts of a few key people in each region.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Pre-Military Training Program

Target Population:

College Name: Mississippi Gulf Coast Community College

Executive Officer: Dr. Barry L. Mellinger **Contact Person:** Lin Harper

College Address: PO Box 67, Perkinston, MS 39573 **Phone:** (601) 928-5211

Program/Service Narrative:

In June 1990, Mississippi Gulf Coast Community College received a JTPA grant for a continuation of a pilot project serving the basic skills needs of youths and adults. The project is designed for individuals 17 to 30 years of age who wish to enter military service but who do not achieve the minimum required score on the Armed Services Vocational Aptitude Battery (ASVAB) Test.

Students live in residence halls on campus and attend daily classes in subject areas such as reading, English, math, physical training and life-coping skills. In 1990-91, 88 students are enrolled in the program. Of the 76 who have terminated, 46 have been successful completers--indicating a completion rate of 60% at mid-point in the program year.

Currently incorporated into the instructional process are two computer-aided instruction systems: Josten's Learning Corporation donated a 12-station lab for K-12 curriculum, and Control Data Corporation donated an 8-station lab connected to a mainframe computer which accesses the Job Skills Education Program (JSEP) curriculum, a system currently used by the military for remediation.

Upon assessment of each student's needs, an individual eduction plan is prescribed, and she/he is placed in the appropriate level of instruction, including tutoring if needed.

Associated Costs: $178,000 (JTPA Funds)

Personnel Requirements: Full-time Counselor, FT Reading/English Instructor, FT Secretary/Clerk, Part-time Math Instructor, Two PT Coping Skills Instructors, PT Tutor

Key Concepts for Success:

1. Program participants are enrolled by military recruiters.
2. Participants focus on short-term, achievable goals.
3. A highly skilled and qualified staff provides individualized instruction.
4. Curriculum is oriented toward military and life-coping skills.
5. The program encourages self-discipline and self-responsibility.
6. Individual counseling is available on a limited basis to ease transition into the program and to assist in setting goals.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: A Team Approach to Student Advising and Registration

Target Population: New and Returning Credit Students

College Name: York Technical College

Executive Officer: Dennis Merrell **Contact Person:** Pat Calkins

College Address: 452 S. Anderson Rd., Rock Hill, SC 29730 **Phone:** (803) 327-8000

Program/Service Narrative:

Providing cost-effective advisement and registration services is certainly the goal of every college. Providing these services with a customer service approach that is sensitive to the needs of non-traditional students at a small commuter college is the particular challenge at York TECH.

Beginning in 1986, a Registration Team composed of representatives of the advising faculty in each college division, admissions counselors, business office staff, financial aid staff, computer technical support staff and student records staff began meeting together to review the then current registration procedures.

As each member of the team discussed registration and advising problems in their area, the entire team came to a better understanding of the advisement and registration functions of other areas. As problems in registration and advising were identified by the team, solutions were developed which had support from each area.

Within two years, the entire mode of registration was changed. The arena style of registering students was abandoned. The number of days of registration were lengthened to suit the needs of working students. Procedures to permit registration by telephone and by mail were developed to meet the needs of off-campus students and evening students. Overnight registration procedures allowed existing staff to manage on-going work during these extended registration periods.

Computer programs were developed to notify faculty advisors when classes had filled and when new sections of classes were added to the schedule.

Associated Costs: A direct dial telephone line to facilitate telephone registration was installed. The cost of this service is less than $400.00 per year. Programmer time to modify existing computer software was needed.

Personnel Requirements: No new staff were hired.

Key Concepts for Success:

(1) Active participation at the working staff level from each area involved in the advising registration process.
(2) A common goal for all involved: To provide increased services to students in the most cost-effective way possible.
(3) Area representatives on the Registration Team explain changes in procedures and provide training in new processes to their peers. They become advocates for change in their area.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Individualized College Education

Target Population: Handicapped & Learning Disabled Students

College Name: Iowa Central Community College

Executive Officer: Dr. Jack L. Bottenfield **Contact Person:** Barbara McClannahan

College Address: 330 Avenue M, Fort Dodge, IA 50501 **Phone:** (515) 576-7201

Program/Service Narrative:

Handicapped students attending Iowa Central Community College have the option of enrolling in the Individualized College Education Program (ICE) for support and assistance in their college careers. Over the past eight years, students with learning disabilities, head injuries, physical disabilities, as well as hearing and visual impairments, have been served.

Through the ICE program, these students receive: 1) Direct one-on-one tutorial assistance, 2) Classroom accommodations including extended time or oral testing and assistance in note taking, 3) Specific training in job skills designed to support the student's job goal (non-paid work experience), 4) Career counseling, 5) The opportunity to participate in special ICE courses which seek to develop independent living skills, and 6) Guidance in time management and coping skills. This semester the forty disabled students who are enrolled in the ICE program are utilizing these various services to achieve their academic and career goals.

Associated Costs: Fees are equal to hourly rate per contact hour being charged

Personnel Requirements: 1 Coordinator, 1 Assistant Coordinator, 8 part-time tutors.

Key Concepts for Success:

1. A system for referrals between the high school and college as well as within different departments of the college.
2. One-on-one tutorial assistance utilizing non-traditional approaches and assisting with accommodations.
3. Academic advising and assistance in identifying appropriate career goals and encouraging enrollment in related coursework.
4. Administrative and faculty awareness and support of services for handicapped students which make the campus and its training program more accessible to students with special needs.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Satellite Associate of Science Practical Nursing Program

Target Population: Older than average married or parent adult established in rural community

College Name: North Dakota State College of Science

Executive Officer: Dr. Jerry Olson **Contact Person:** Marlys Baumann

College Address: 800 North 6th Street, Wahpeton, ND 58076 **Phone:** (701) 671-2967

Program/Service Narrative:

The nursing shortage is very apparent in rural North Dakota. In addition, rural families are suffering economically. Rural health care facilities have contacted the 40-year practical nursing program at NDSCS to assist them in meeting their nursing needs. The Satellite Associate of Science Practical Nursing program brings the entire nursing curriculum to the rural communities. This process includes: a survey conducted by area health care facilities within a 60-mile radius to establish a need for practical nurses, a publicity campaign conducted by the community to secure an adequate applicant pool, establishment of financial community support, an assessment of area health care facilities by the NDSCS nursing department chairperson to determine there are adequate clinical experiences for students to meet program objectives, and conduct the nursing program in rural North Dakota.

College professors travel from NDSCS or other area universities and block teach the entire nursing program to 18 qualified applicants in the rural community. In addition the general education courses are open to any interested area citizens.

The program improves the quality of health care delivery in rural North Dakota, allows non-traditional students an opportunity to further their education, increases the earning power of rural families suffering economically and upgrades the overall educational level of individuals working in rural health care facilities.

Four years after completion of the satellite program, surveys indicated 100% of the graduates were employed within a 60 mile radius.

Associated Costs: Travel, laboratory supplies and equipment, mailings, telephone, duplicating

Personnel Requirements: Department Chairperson (25% time), faculty, department secretary

Key Concepts for Success:
Community support
Communication between community, college and students
Administrative organization
Dedicated qualified faculty
Clinical experiences in the satellite community
Employment opportunities

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Retention of Disadvantaged Students

Target Population: Educationally and Economically Disadvantaged Students

College Name: Lincoln County Campus of Flathead Valley Community College

Executive Officer: Jerry Hudspeth **Contact Person:** C. Malyevac or M. McCurry

College Address: 101 E. Lincoln Blvd., Libby, MT 59923 **Phone:** (406) 293-2721

Program/Service Narrative:

A high percentage of students beginning their education at Community Colleges are either educationally or economically disadvantaged. There is little that schools can do to directly effect economic disadvantage -- but we can do a great deal to assist students in overcoming educational disadvantages.

Our program is based on the premise that it is more effective to keep students enrolled than recruit new students. We chose to put an Academic Reinforcement Center in place to replace the weaknesses with competence. It's a better answer than replacing weak students with a new batch of weak students next quarter.

The Academic Reinforcement Center provides two tutors and six AT computers with varied computer-aided instruction packages to assist students in overcoming these educational deficiencies, as well as providing remedial instruction in Individual Development classes and College Success Strategies.

During its first year of operation , the retention rate for disadvantaged students went from 62% to 90%. Along with the high retention rate, the Grade Point Average for educationally disadvantaged students completing the quarter went from 2.3 to 2.6 during the first quarter of operation. By the third quarter, the student GPA had risen to 2.98 -- almost 7/10 of a grade point.

Associated Costs: 6 AT computer, with 40 Megabyte hard drives, plus printers, software, and reference tests for all classes taught on campus.

Personnel Requirements: Counselor (evaluating educational weaknesses), 2 full-time tutors, all faculty members cooperating in referring students in need of tutoring to the facility.

Key Concepts for Success:

1) Tutors must be competent on computers;
2) Tutors must be strong in developing student self-esteem and motivation;
3) All faculty must refer students to Academic Reinforcement Center when they show inadequate progress;
4) It is more effective to keep your students than recruit a batch of new ones with the same weaknesses.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Process Industries Technologies: Pulp/Paper/Chemical

Target Population: Residents of College's Service Area

College Name: Hobson State Technical College

Executive Officer: Hoyt Jones **Contact Person:** Lewey Horn

College Address: P.O. Box 489, Thomasville, AL 36784 **Phone:** (205) 636-9642

Program/Service Narrative:

Within, or adjacent to, Hobson State Technical College's service area are five pulp/paper manufacturers and two chemical industries. Until the implementation of the Process Industries Technology curriculum at the college, there was not any available programs to train operators for these industries.

The purpose of this program is to prepare workers for operating careers in pulp,paper and chemical industries. The program of study includes not only the essential chemical application, but also the mechanical applications required for production. Emphasis is on the skills unique to these industries as well as on appropriate electrical, electronic, maintenance and data processing skills. In addition to subjects in these technical areas, students must take thirty-five credit hours of general education courses.

Laboratory experiences provide students the opportunity to use wet pulp and a sheet former to make paper for test purposes.

Associated Costs: The primary costs of this program are incurred in equipping laboratories to simulate the wet labs and environmentally controlled labs used in industry

Personnel Requirements: This program requires an instructor with a strong background in chemistry and pulp/paper technology.

Key Concepts for Success: The key to the success of this program is the coordination of the curriculum with the needs of industry.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: PHC Faculty/Staff Development - A Partnership with the PHC Foundation

Target Population: Patrick Henry College Faculty and Staff

College Name: Patrick Henry College

Executive Officer: John A. Johnson **Contact Person:** Flo B. Reed

College Address: Highway 21, P.O.Box 2000, Monroeville, AL 36461 **Phone:** (205) 575-3156

Program/Service Narrative:

In response to a challenge by President John A. Johnson, all but one of the 48 full-time faculty/staff and several part-time personnel of Patrick Henry College (whose main campus is in Monroeville, Alabama) committed three-fourths of one percent of their gross annual salary or at least $100 to the College Foundation through payroll deduction for 1990-91. Dr. Johnson's challenge included a pledge that he would request a commitment of funds for faculty/staff development from the Foundation.

The Foundation's Board of Directors unanimously approved Johnson's recommendation of $30,000 for faculty/staff development.

"I made a commitment to the faculty and staff the day I arrived on campus that as soon as possible we would place at least one percent of our annual salaries in professional development -- the nationally recommended standard for progressive businesses and industries." Professional development funds for 1990-91 represents a 700 percent increase over previous years.

Johnson concluded, "I am proud of the faculty and staff and grateful to the Foundation Board. Together, we have fulfilled and important national standard. This commitment will be critical to our becoming the best rural community college in America."

Associated Costs: $30,000 provided by the Foundation

Personnel Requirements: Each participant from faculty/staff will write a mini-proposal describing the activity and its benefits to professional development

Key Concepts for Success:
1. Vital, competent faculty
2. Staff committed to professional growth
3. Strong administrative leadership from the College and the Foundation Board

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Partnership for Collegiate Study

Target Population: Gifted and Talented High School Students

College Name: Florence-Darlington Technical College

Executive Officer: Michael B. McCall **Contact Person:** Wilma N. Whitaker

College Address: P.O. Box 100548, Florence, SC 29501-0548 **Phone:** (803) 661-8131

Program/Service Narrative:

Florence-Darlington Technical College has entered into a partnership with a rural public school district to offer college transfer courses to their gifted and talented students. Each semester, school district administrators, students and their parents select two college transfer courses from a list of approximately 20 to be offered at the high school campus. Students make application to the college and enroll in the course which is taught by a full-time or adjunct college faculty member using the same text, syllabus, and student progress evaluation measures as are used on campus. The class meets one evening a week for three hours. The high school district pays the students' fees, and the students are responsible for materials.

BENEFITS TO STUDENTS:

1. Upon successful completion of the course, students receive college credit. Proficiency exit exams are not necessary, as with advanced placement courses.
2. Students may complete up to four courses per year.
3. Students can be exposed to courses that enlarge their knowledge of career choices.
4. Students do not have to travel to a college campus to take their courses.

BENEFITS TO SCHOOL DISTRICT:

1. School district can offer courses that they could not afford to staff with full-time faculty, thereby broadening their curriculum.
2. Costs to school district are minimal. Tuition paid to the college is less than the district cost to hire an instructor.

BENEFITS TO THE COLLEGE:

1. College enrollment is increased.
2. College has improved public relations with school district and students, who may select the college for their higher education.

Associated Costs: College Costs - faculty salaries
School District Costs - application fees and tuition
Student Costs - materials

Personnel Requirements: program coordinators at high school and college
2 full-time or adjunct faculty
college support personnel - dean, registrar, business office, etc.

Key Concepts for Success:

1. Excellent communication between high school and college personnel
2. Committed students who appreciate the educational opportunity
3. Student-oriented instructors
4. Adequate physical facilities and equipment available at the high school

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "How to Pay for College"

Target Population: Parents of area high school seniors

College Name: Asnuntuck Community College

Executive Officer: Dr. Harvey S. Irlen **Contact Person:** Thomas J. Bradham

College Address: 170 Elm St., Enfield, CT 06082 **Phone:** (203) 253-3001

Program/Service Narrative:

Since 1979 the College's Center for Financial Aid & Career Services has co-sponsored with the area's United States Representative to Congress (currently Nancy Johnson, R-6th District) annual workshops on student financial aid. The workshops entitled "How to Pay for College" are designed specifically to appeal to the parents of high school seniors in the College's service area of eight towns.

Usually three workshops are held each winter at the College either during evening hours or on Sundays for the convenience of parents. The three-hour sessions seek to de-mystify the student financial aid process. A typical agenda may include information on: (a) how to apply for student financial aid; (b) determining the cost of college; (c) how colleges determine your eligibility for financial aid; (d) what type of student assistance is available. Visual aids and workshop folders complete with application forms and financial aid resource material enhanced the presentations. 150 parents from area towns typically attend each workshop.

"How to Pay for College" is not designed to market ACC to parents, but rather is intended as a true community service. It is but one way the College seeks to work cooperatively with the guidance offices of area high schools.

Associated Costs: $250 for workshop materials and refreshments.

Personnel Requirements: Director of Financial Aid; student employees to act as hosts/hostesses.

Key Concepts for Success:

1) Coordinate dates and agenda with high school guidance offices.
2) Coordinate workshop publicity with high school guidance offices.
3) If possible, schedule a "Financial Aid Roundtable" for area counselors before workshops to update them on financial aid processes annually.
4) Use case studies and anecdotes in workshop.
5) Take a coffee break after 60-75 minutes.
6) Leave plenty of time after workshop for questions and answers.

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: 2+2 Tech Prep Articulation

Target Population: Grades 10, 11, 12, and 13

College Name: North Idaho College

Executive Officer: Dr. C. Robert Bennett **Contact Person:** Dr. Robert Ketchum

College Address: 100 West Garden Avenue, Coeur d'Alene, ID 83814 **Phone:** (208) 769-3444

Program/Service Narrative:

Small/rural colleges can successfully implement 2+2 tech-prep to strengthen ties with secondary districts and provide a necessary alternative to the malaise of general education. the tech-prep programs of the Carl Perkins Amendments of 1990 have provided needed federal leadership in vocational education.

Since fall semester 1990, the vocational school at North Idaho College has been experiencing an almost "textbook" smooth implementation of 2+2 articulation. Articulation agreements have been developed only weeks after meetings began between secondary and post-secondary faculty that had not even known one another. Outlying rural districts have enthusiastically moved to participate in 2+2 tech-prep articulation. Implementation guidelines are: 1) Top level support must be unwavering, 2) Pick a program area in which success can be quickly achieved, 3) Involve key administrators, supervisors and teachers early, 4) Focus on positive results.

Associated Costs: Promotional materials, forms and procedure manuals, travel to visit successful programs or attend seminars, release time for teachers.

Personnel Requirements: College president, high school superintendent, college and high school supervisors, counselors, teachers.

Key Concepts for Success:

1) Obtain college board of trustees/school board support
2) Bring in outside experts and/or send key personnel to a tech-prep training seminar to begin
3) Provide release time to faculty participating in articulation work
4) Maintain positive outcome orientation of working group, avoid turfism
5) Structure as a long-term on-going process
6) Market well to parents and students

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Individualized Degree Program

Target Population: Adult Students

College Name: Whatcom Community College

Executive Officer: Dr. Harold Heiner **Contact Person:** Dr. Susan Mancuso

College Address: 237 W. Kellogg Road, Bellingham, WA 98226 **Phone:** (206) 676-2170

Program/Service Narrative:

A common problem among small rural colleges is that students desire to prepare for a particular career but no local vocational or career preparatory program is available. Each institution provides limited vocational programs, and for adults with commitments to the local community, relocation to another city with the desired program is not an option. The Individualized Degree Program provides an opportunity for students to design an associate degree in cooperation with college faculty and community experts in a field of interest not otherwise available at the college. Degrees are occupationally-oriented and have included student interest areas in law enforcement, graphic arts, travel consulting, human services/gerontology, medical office management, to name a few. Various alternative learning modes are usually included in a degree plan including independent learning contracts, cooperative education, credit for prior learning and group classes. A thorough process has been developed for the design of degrees that includes several quality control steps. Job placement or continuation of education has been nearly 100%.

Associated Costs: This very cost-effective program requires fiscal support for brochures, program advisor and small stipend for community experts.

Personnel Requirements: Program coordinator and advisors.

Key Concepts for Success:

1. Provisions of alternative modes of teaching/learning.
2. College commitment to serving adults/students.
3. Clearly delineated degree planning and approval process supported by faculty and administrators.
4. Value the right of students to participate in the design of their education--student-centered philosophy, education and service.
5. Vigilance over quality control.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Career Decision-Making Symposium"

Target Population: Undecided applicants and prospects

College Name: Salem Community College

Executive Officer: Dr. Phillip O. Barry **Contact Person:** Teresa Haman

College Address: 460 Hollywood Avenue, Carneys Point, NJ 08069 **Phone:** (609) 299-2100

Program/Service Narrative:

A large number of community college applicants have not identified a career goal. Unfortunately, many students are so undecided that they decide not to start college. Since fall semester 1988, the admission office at Salem Community College has addressed this problem through inviting undecided prospects and applicants to participate in a "Career Decision-Making Symposium" each fall and spring semester. Faculty members are also invited to "toot their horn" regarding specific academic programs within their disciplines. The symposium provides: 1) Orientation to Salem Community College resources, 2) Opportunity to explore career interests/the decision-making process, 3) Introduction to SIGI Plus, a computerized career planning tool which enables students to research values, interests, skills, educational programs and occupational information, and 4) Interaction with faculty and staff regarding career options and today's job market. The symposium features: 1) Campus tour, 2) Group building exercise, " My Dream Career Is...," 3) Classroom demonstrations, 4) Reception/informal discussions with faculty and staff, 5) Participant referrals to specific faculty members to secure additional career information, and 6) Symposium evaluations.

Each semester, seventeen (17) to twenty (20) prospects and applicants participate in the "Career Decision-Making Symposium" because they either have not set a career goal or are in the process of making a major career change and need guidance.

Associated Costs: College promotional items such as pens, catalogs, brochures, and refreshments.

Personnel Requirements: Admissions Coordinator, Career Planning & Placement Specialist, Faculty Members

Key Concepts for Success:

1) Require participants to register for Symposium
2) Instill enthusiasm/motivation to explore and develop career goals
3) Faculty participation
4) Positive thinking
5) Introducing Career Decision-Making Process and Personalizing steps for each participant
5) Try not to overwhelm participants with too much information.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Reading Improvement Program/Broyhill Furniture Industries

Target Population: Employees testing below 4th grade

College Name: Caldwell Community College and Technical Institute

Executive Officer: Dr. Eric McKeithan **Contact Person:** Martha Hollar

College Address: 1000 Hickory Blvd., Hudson, NC 28638 **Phone:** (704) 726-2200

Program/Service Narrative:

Caldwell Community College and Technical Institute (CCC and TI) and Broyhill Furniture Industries (BFI) in cooperation with the Appalachian Regional Commission (ARC) and the North Carolina Department of Community Colleges (DCC) established a Reading Improvement Program at eight BFI sites. This program targeted employees who were reading from 0-4 grade levels and addressed industry's need for a more technologically trainable workforce. Workers were given paid release time from their jobs to attend class. This alleviated the traditional problems of childcare and transportation found in after work classes. Instructors used traditional and non-traditional methods to develop individual student programs. Volunteer tutors worked at each site to provide maximum one to one instruction. Each class site was equipped with computers to give further diversity to the educational program. At the end of the first year 167 students spent an average of 36 hours in class. The average reading levels increased 1.5 years. In addition to the obvious educational benefits, industry personnel noted dramatic improvement in the areas of job performance, attendance, safety, and dependability.

The Reading Improvement Program has been replicated locally by other business and industry. BFI has expanded its involvement to include all of its east coast manufacturing facilities and has expanded the curriculum to include math. CCC and TI now operates twenty six workplace literacy sites in sixteen locations, replicating this successful formula and training local workers to train for more technologically advanced jobs.

Associated Costs: ARC grant monies, $90,667, matching funds from CCC and TI, $33,548, and BFI $101,709.

Personnel Requirements: Project Coordinator, Instructors, Clerical, Corporate Training Director and Plant Training Directors.

Key Concepts for Success:

1) Communicate how improving basic skills relates to improved job performance in their industry.
2) Learn all you can about the particular industry, what it does, who it serves, what skills employees need.
3) Be protective of your relationship with business and industry.
4) Keep communications open and honest.
5) Be flexible.
6) Plan well. Promise only what you can give. Follow up and do what you say you are going to do.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Serving Rural Areas Through Jointly Operated Centers

Target Population: Previously underserved rural areas

College Name: Roane State Community College

Executive Officer: Dr. Sherry Hoppe **Contact Person:** Charlotte Stephens

College Address: Patton Lane, Harriman, TN 37748 **Phone:** (615) 354 - 3000

Program/Service Narrative:

Providing access to higher education for widespread rural areas can be an expensive endeavor for most states. In Southeast Tennessee, Roane State Community College initiated a cooperative agreement with a nearby university that resulted in establishing three jointly operated higher education centers that provide lower division, upper division and graduate classes to rural areas previously underserved by higher education. As the lead institution in the project, Roane State conducted a comprehensive needs assessment in each targeted community and located potential teaching sites that could be leased at a nominal cost or with part of the costs underwritten by private citizens or local government agencies. Roane State was also responsible for procuring all furnishings for the centers, for negotiating with appropriate governing agencies for the necessary approvals to lease and operate the centers, and for drafting an agreement relating to programming (which classes would be offered by each institution).

The success of the three jointly operated centers has been greater than was anticipated. Two of the centers exceeded enrollment expectations in the first year, and all three had phenomenal growth in the second year. The joint use of facilities and staff has made the centers financially feasible due to sharing of costs and has significantly expanded the opportunities for enhancing economic development and the quality of life in deprived rural areas.

Associated Costs: Lease costs in excess of donations; furnishings costs in excess of what was donated or available from surplus; promotional costs; mileage reimbursement for faculty/staff, operational costs.

Personnel Requirements: Coordinator and secretary/receptionist for each center

Key Concepts for Success:

1) The community college should act as the administrative entity in the partnership since community colleges traditionally have more flexibility in financial and academic areas.
2) Conduct a needs assessment to determine the rural areas with the greatest need and the greatest potential for student enrollment.
3) Develop strong community support, especially from governmental agencies and the local Chamber(s) of Commerce.
4) Motivate faculty/staff based on their commitment to the community college mission of serving needs whenever and wherever they occur.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "504 Accommodation Program"

Target Population: Student Eligible for 504 Accommodation

College Name: Lord Fairfax Community College

Executive Officer: Dr. Marilyn C. Beck **Contact Person:** Jerald Carson

College Address: P.O. Box 47, Middletown, VA 22645 **Phone:** (703) 869-1120

Program/Service Narrative:

Section 504 of the Rehabilitation Act of 1973 requires that colleges provide reasonable services to accommodate the needs of disabled students. In the spring of 1990, an interdisciplinary team was formed at Lord Fairfax Community College for the purpose of identifying and monitoring adult learners who are learning disabled or physically handicapped. The purpose was to ensure that each adult learning disabled and/or physically handicapped student be provided maximum possible accommodations through identification, advocacy, faculty education, and heightened communication with high schools, 4-year colleges, and potential employers. Each 504 learner, LFCC affirmed, should be able to achieve his/her potential. A 504 Handbook was published for student and faculty use. Arrangements were made to work with individual faculty members, and referral procedures for support services were established. The Team communicated with area secondary schools and agencies through a newsletter and a series of meetings. A general student development course for 504 students was added to the College curriculum. This course teaches not only study skills, but how to be a "self-advocate". At the same time, it provides "home base" security for 504 students.

Quantitative data is not yet available to assess outcomes of the program. However, there is growing faculty acceptance of the need for accommodation. Area schools and agencies are very supportive of the transition efforts by the College. Students being served are vocally supportive and a productive year in 1991-92 is forecast. Most importantly, a low-cost, high-potential program has been initiated where none before existed. This is particularly important because it leverages all available resources in behalf of students, and enables a small, rural college to offer services far beyond the College's capabilities alone.

Associated Costs: None for the operation of the team other than finding time within existing jobs.

Personnel Requirements: No additional college personnel

Key Concepts for Success: Vision of the possible, and teamwork and effort to make it happen.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Collegiate Center"

Target Population: Students seeking elementary teaching degree

College Name: Columbia State Community College

Executive Officer: L. Paul Sands **Contact Person:** Betty Kyger

College Address: P.O. Box 1315, Columbia, TN 38401 **Phone:** (615) 388-0129

Program/Service Narrative:

Columbia State Community College (CoSCC), a public two-year institution, serves a nine-county region in southern Middle Tennessee. There is no senior institution in this nine-county service area. The Collegiate Center was established at Columbia State Community College to provide access to high quality university studies in an area that has historically been lacking. Currently, the Collegiate Center coordinates the 2+2 Elementary Education Baccalaureate Degree in consortium with Middle Tennessee State University (MTSU). The 2+2 program design consists of an Associate of Science in Pre-Elementary Education (Pre-ELED) from CoSCC followed by a specific course sequence of upper division MTSU course work offered on the Columbia State campus. The program has been very successful The enrollment in Pre-ELED at CoSCC virtually doubled in enrollment from 100 students Fall 1987 to 196 students Fall 1990. Not all of these students will elect to complete degrees through the 2+2 program, but the popularity of the program is evidenced by the large number of non-traditional age students who are enrolled. The average student is a 32 year old female who is married, has two children, and is geographically tied to this region by family constraints. This program offers the opportunity to complete a baccalaureate degree to students who would otherwise be unserved. The service and delivery of this degree has not been without its problems; however, meeting the needs of the non-traditional student continues to be one of the critical issues of higher education. It is hoped that the success of this program will lead the way for other offerings.

Associated Costs: Personnel, promotional materials and office supplies, scholarships

Personnel Requirements: Director of program, secretary

Key Concepts for Success: The Collegiate Center provides a working model of a cooperative program between a community college and a baccalaureate level institution. Students receive individual counseling/advising through the Center. Some scholarships are available.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Women's Center Program

Target Population: Salem County Women/Displaced Homemakers

College Name: Salem Community College

Executive Officer: Dr. Phillip Q. Barry **Contact Person:** J.B. Hannaford/K. Smalley

College Address: 460 Hollywood Avenue, Carneys Point, NJ 08069 **Phone:** (609) 299-2100

Program/Service Narrative:

The Center for Women at Salem Community College takes an unique approach towards assisting all women in Salem County, New Jersey by providing services outside the normal resource, referral and group counseling activities. The program provides various workshops and seminars that are open to all female residents in the areas of employability skills, job training, financial budgeting, acquisition of housing, childcare issues and legal issues. Expert speakers from the medical and legal professions, as well as, corporate participants such as Atlantic Electric assist in the planning and presentation of the workshops and seminars.

The College also offers, through the Center for Women, Women's Studies courses in the following areas: Sociology of women, Psychology of Women, Contemporary Women's Issues and the History of Women in the United States.

The Center for Women also hosts a program called "Women in Single Households" designed specifically for displaced Homemakers and, as such, is part of the State and National Displaced Homemakers Network. Services aimed specifically at this group include individual counseling, career and educational evaluation, research and referral services for women in need.

Women who participate in the activities of the Center for Women enjoy higher self esteem, expanded peer support, improved socialization skills, better stress management skills and the ability to set realistic career and personal goals with full knowledge that these goals will take endurance and self-control to achieve success.

Associated Costs: Coordinator, Secretary (PT), Workshop Facilitators, Travel, Printing of Monthly Newsletters & Publications, Tuition/Childcare Assistance

Personnel Requirements: Program Coordinator, Secretary (PT)

Key Concepts for Success: 1) Outreach activities in various locations throughout the county. 2) Individual/Group support and counseling to build self-esteem and set realistic goals. 3) Assessment of skills to determine educational track. 4) Networking and co-sponsoring events, workshops and training with all county services.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Practical Nursing Extension Program

Target Population: Place-bound People

College Name: Fergus Falls Community College

Executive Officer: Dan True **Contact Person:** Delloris Risbrudt

College Address: 1414 College Way, Fergus Falls, MN 56537 **Phone:** (218) 739-7500

Program/Service Narrative:

A survey done by the Fergus Falls Community College indicated several needs in the rural area.

1. Health care facilities indicated a need for Licensed Practical Nurses.
2. Nursing Assistants wanted to upgrade Practical Nurses.
3. These persons surveyed are place bound and are not able to re-locate to an area of educational opportunity. Commuting distance to either a Community College or Technical College is over 60 miles.

Based on these factors the Fergus Falls Community College decided to offer a Practical Nursing Program in Wheaton Minnesota, a distance of 60 miles from the College.

An instructor from the campus commuted to Wheaton to teach the Anatomy and Physiology class; while instructors from the service area were hired to teach the Nursing Theory and Nursing Clinical. The program is designed to be taught on a part-time basis to meet the needs of people who have other commitments and responsibilities; but still be able to broaden their vocational opportunities.

Over the past 4 years, 40 people have taken advantage of the opportunity. Twenty-one have completed the program and 100% passed the Minnesota Board of Nursing Licensing Examination. Nineteen remain in the present class and will graduate on June 21, 1991 after which they will be able to write the licensing examination.

Associated Costs: Community costs for program director and faculty from campus capping ceremony costs.

Personnel Requirements: Program director and faculty members.

Key Concepts for Success:

1. Flexibility to meet the changing market area.
2. Knowing what is needed and how to deliver the program.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Early Admission Program

Target Population: High School Seniors

College Name: Fulton-Montgomery Community College (SUNY)

Executive Officer: John G. Boshart **Contact Person:** C. Campbell Baker

College Address: Rte. 67, Johnstown, NY 12095 **Phone:** (518) 762-4651

Program/Service Narrative:

Many high schools in rural communities are unable to offer advanced courses for seniors due to limited funds and personnel. Fulton-Montgomery Community College has addressed this problem by creating the Early Admission Program. Students who rank among the top 50% in their class may study full time at the college. This allows the student to fulfil high school graduation requirements and receive college credits simultaneously.

Students that apply for the Early Admission Program: 1) Meet with the Director of Admissions to schedule and register for classes. 2) Full-time Early Admits are eligible to apply for New York State Tuition Assistance Program (TAP) and campus based scholarships such as the Presidential and All-County Scholarships (Early Admission students are not eligible for Federal Title IV funds). 3) Participants' grades are reviewed at mid-term and those with below a "C" in any class must meet with the Director of Admission. 4) Full-time Early Admits may also obtain assistance in completing college transfer applications, scholarship essays and admission essays from the Admissions staff. 5) The progress of each student is reported to their high school guidance counselor.

Currently, Fulton-Montgomery Community College enrolls 61 full and part-time Early Admission students, an increase of 30% since 1988. Approximately 70% of Early Admit students complete the associate degree at FMCC before transferring to a baccalaureate institution.

Associated Costs: College promotional items such as brochures, viewbooks and catalogs.

Personnel Requirements: Director of Admissions, Admissions secretary, Admissions staff and Financial Aid staff.

Key Concepts for Success:

1) Students can experience college by enrolling in challenging courses during their senior year of high school.
2) The program allows qualified students to attend college full-time and complete high school graduation requirements simultaneously.
3) Shortens time span of completing baccalaureate degree.
4) The student's progress is monitored by the Director of Admission in order to guide those who need assistance with the transition from high school to college.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Radiography Marketing and Retention: It's a Family Affair

Target Population: Radiologic Technology Students

College Name: Kankakee Community College

Executive Officer: Dr. Larry Huffman **Contact Person:** Ed Viglia, Susan Boudreau

College Address: P.O. Box 888, River Rd., Kankakee, IL 60901 **Phone:** (815) 933-0278

Program/Service Narrative:

One major concern now facing colleges is not only recruitment but the retention of students. A program that was instituted last year in the Radiologic Technology Program at Kankakee Community College was to have an informational meeting with all of the applicants of our 1990 class. For this meeting we invited not only the applicants, but their parents, spouses, and/or friends. We explained in detail about the program pointing out not only the positive aspects but also the areas of the program that can cause the student some problems (time involved, commitment, patient related issues). Any person interested was also offered the opportunity to spend some time in the Radiology Department to get a better idea of what this career was all about. We had approximately 70 people at this meeting and knowing that our acceptance into the 1990 class would be 17 gave us the opportunity to direct other potential students to become better prepared for acceptance for the following year. These other people who were not accepted in previous years could have been lost completely. We surveyed our present students as to their feeling of the meeting and received positive responses. We also started with 17 students in June, 1990 and as of January, 1991 we still have 15 students. We also have 45 applicants as of January 30, 1991 with the deadline set at April 1, 1991.

Associated Costs: $0 -- faculty time

Personnel Requirements: Director of Program and Instructor

Key Concepts for Success:

1. Have faculty members directly involved in this program.
2. Balance out the negative and positive aspects of the program.
3. Give students plenty of time for questions and answers.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Mobile Computer Classroom"

Target Population: Business, Industry and Government Agencies(including School Divisions)

College Name: Lord Fairfax Community College

Executive Officer: Dr. Marilyn C. Beck **Contact Person:** Jennifer L. Sager

College Address: P.O. Box 47, Middletown, VA 22645 **Phone:** (703) 869-1120

Program/Service Narrative:

For many of the people who live in Lord Fairfax Community College's 2,500 square-mile service area, the commute to the Middletown, Virginia campus is difficult or impossible. Therefore, despite the continual and growing need for computer literacy in the workforce, they are unable to take advantage of LFCC's extensive selection of computer related courses. Compounding the problem, there are few other opportunities for computer training in this largely rural and mountainous area. To meet this need, LFCC has adopted the innovative approach of taking computer training capabilities to the people. This is made possible by a high-tech computer classroom which is installed in a thirty-seven foot recreational vehicle. The classroom is equipped with fourteen IBM microcomputer stations, one printer, and a television monitor.

The Mobile Computer Classroom will allow LFCC to bring classes and workshops that require computer use to businesses, industries, and other sites anywhere within the area served by the College. This mobility assures that the area workforce will not be denied the opportunity to become adequately trained in computer use. In addition to computer training courses, the classroom can be used for any subject, including those enhanced by computer use such as literacy training and English Composition.

The cost of the Mobile Computer Classroom was $165,000, nearly all of which was raised by the College's Educational Foundation Board. The local electric company donated all the internal equipment for the classroom.

Associated Costs: Maintenance, Fuel, Insurance, Vehicle License, Driver/Aide

Personnel Requirements: Instructor, Driver/Teacher Aide

Key Concepts for Success:

1. Effective publicity
2. Timely upgrading of equipment, software
3. Course offerings suitable to area needs
4. Proper maintenance
5. Faculty participation
6. Proper internal design, functionally and aesthetically

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Women in Technology

Target Population: Girls ranging from ages 5 to 19 (K thru 12)

College Name: Vermont Technical College

Executive Officer: Robert G. Clarke **Contact Person:** B. Alibozek/A. Shaffer

College Address: Randolph Center, VT 05061 **Phone:** (802) 728-3391

Program/Service Narrative:

The Women in Technology Project (WIT) was established in 1986 by Vermont Technical College to encourage young women to choose careers in technology and to take the math and science courses that are required for most technical degrees and careers. It has traditionally been difficult to recruit and retain qualified technical women, yet if the U.S. is to remain technically competitive, we need to aggressively encourage more women to choose technical careers. The WIT Project has made over 6,000 participant contacts since early 1987 through four separate programs, as follows:

1. Speakers Bureau Hands-on technical career workshops and talks by women engineers, technicians and scientists for K - 12 students.

2. Shadow Days High school girls visit the VTC campus or a technical workplace and "shadow" a technical woman student, engineer, scientist or technician, learning first-hand about technical work.

3. Summer Technology Camp Residential program for 7th and 8th grade girls. Women professionals in technical fields conduct hands-on workshops, industry field trips and career development seminars.

4. Girl Scout Computer Fun Badge Program provides Junior Girl Scouts (grades 4 - 6) with an after-school opportunity to earn their Computer Fun Badge in the computer labs at VTC.

In 1988, the WIT Project received the AAUW's annual Progress in Equity Award.

Associated Costs: Personnel Salaries, Consultant Fees, Supplies & Workshop Materials, Travel, Meals, Rooms, Office Expenses

Personnel Requirements: Program Director, Coordinator, Secretary

Key Concepts for Success:

1. Support and participation of VTC
2. Community participation
3. Involvement of Local & State women's organizations
4. Business and industry support
5. Program awareness for schools, Girl Scouts, 4-H and other girls clubs

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Vermont Academy of Science and Technology

Target Population: High School Seniors

College Name: Vermont Technical College

Executive Officer: Robert G. Clarke **Contact Person:** David B. Grundy

College Address: Randolph Center, VT 05061 **Phone:** (802) 728-3391

Program/Service Narrative:

Since Vermont is a small, rural state, some academically capable high school students find themselves facing their senior year having taken all of the challenging science and math courses available to them. The Vermont Academy of Science and Technology was designed to provide these students an accelerated program in math and science as well as offer them an opportunity to enroll in college level courses in various areas of engineering technology. Programs are offered in architecture, civil engineering, computer technology, electrical engineering and mechanical engineering.

All students take courses in calculus, physics, computer programming and drafting, including work in the area of computer aided drafting (CAD). In addition, students take courses appropriate to their chosen area of technical specialty. Students also benefit from a program of career exploration and personal growth. A highlight of the year is a week-long trip to Washington, DC to experience life in a large city and to take advantage of the museums, exhibits and monuments in the city.

During the year-long program, students conduct a college search in preparation for transferring to a four year institution. They also have computerized SAT preparation programs available.

At the end of the year, students may elect to remain at Vermont Technical College for one additional year to earn an associate degree, or they may transfer to a four-year bachelor degree institution.

Associated Costs: Administrative costs associated with the office of the Headmaster. Expenses include recruiting, communications, students programs and supplies.

Personnel Requirements: Combined headmaster/counselor

Key Concepts for Success:

1. Insure all eligible students are aware of the opportunity
2. Provide information on how students can meet program expenses
3. Insure parents and local sending schools are kept fully informed of student progress
4. Insure awareness of the program in the educational and business communities through efforts of an advisory council and press releases
5. Insure selection of appropriate students
6. Insure student course selection is appropriate to interest and ability

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Transition to Technology

Target Population: Pre-freshman students

College Name: Vermont Technical College

Executive Officer: Robert G. Clarke **Contact Person:** Steven K. Ingram

College Address: Randolph Center, VT 05061 **Phone:** (802) 728-3391

Program/Service Narrative:

A large number of students arrive at Vermont Technical College underprepared for the academic rigors of the two-year program. According to the results of the placement testing, 100 or more students are in need of a year of "remedial" work in physics, math, reading and writing to insure success at the freshman level. To address this need, VTC has designed a program, "Transition to Technology", a one-year program which offers an integrated math-physics course, an integrated reading-writing course, and an introduction to technology course.

The math-physics course includes traditional subject matter taught in an integrated and innovative way and also includes elements of problems solving and study skills. One hour of supplemental instruction is offered each week during which a paraprofessional reviews material using a variety of learning strategies.

The reading-writing course, (Language Arts), combines language study, developmental reading, essay and lab report writing, research techniques, and study skills.

The introduction to technology course provides hands-on experience in the technologies. Each student attends three three-hour labs in five of the technologies and is required to complete five library assignments. The library assignments are intended to demonstrate to the students the connection between the language arts curriculum and the technologies. The labs are also designed to enable the student to make an informed choice of major.

Associated Costs: Funds for curriculum development

Personnel Requirements: Faculty trained to team teach; paraprofessionals for the supplemental instruction component; program faculty to run the technology labs

Key Concepts for Success:

1. Administrative support (which translates into compensation for extra work.
2. Dedicated, trained, and positive faculty

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Faculty Advising Center

Target Population: Entering and Undeclared Students

College Name: Edison State Community College

Executive Officer: Dr. Kenneth A. Yowell **Contact Person:** Betsy Phillips

College Address: 1973 Edison Drive, Piqua, OH 45356 **Phone:** (513) 778-8600

Program/Service Narrative:

Adequate faculty advising has been a major problem at many institutions. Some faculty are not interested, most faculty are inadequately trained, and most undeclared students slip through the cracks. At Edison State, a Faculty Advising Center has addressed most of these problems. Discipline faculty still advise returning students who have declared a major. Three full-time and four part-time faculty, however, are hired in addition to their regular job to work in the Faculty Advising Center. There they advise all new students and undeclared returning students. The Center director conducts training sessions for new advisers and has prepared an advising handbook. The advisers have become true experts on requirements both at Edison and at transfer institutions. They periodically share their knowledge in "advising updates" at faculty meetings. The center director reports to the associate dean for student development and the center is housed in student development's offices. Counselors have been relieved of advising duties and now truly counsel students. They also have time to devote to student development initiatives related to retention, academic success, support groups, special populations, etc. Most importantly, real bridges are built between faculty and student development.

Associated Costs: $10 per hour for faculty advisers. Hours dependent upon need.

Personnel Requirements: Coordinator or director of center (who also has other major responsibilities), faculty, some secretarial support.

Key Concepts for Success:

1. Integrate faculty with student development, admissions, and enrollment services.
2. Train faculty well.
3. Maintain some returning faculty advisers but bring in new ones periodically.
4. Provide computerized, easy access to student records.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: (VEAP) VOCATIONAL EDUCATIONAL ALTERNATIVE PROGRAM

Target Population: At risk High school students

College Name: South Florida Community College

Executive Officer: Dr. C. P. Cornelius **Contact Person:** Jim Robertson

College Address: 600 West College Drive, Avon Park, FL 33825 **Phone:** (813) 453-6661

Program/Service Narrative:

The VEAP Program was especially designed to offer acceptable alternatives to high school students at risk of dropping out of school or otherwise failing to graduate. The College, in concert with the Highlands County School Board, mainstreams identified at-risk students in vocational training programs on the College's main campus for either 15 hours or 30 hours per week. In addition to their job skill training classes (electronics, HVAC, autobody, automotive service, cosmetology, child care, nurse aid) students are afforded the opportunity to complete academic diploma requirements back at their high school campus or through the College's Adult High School/G.E.D. program. Approximately 200 high school students per year participate in the program and gain marketable job skills prior to leaving the educational system.

Associated Costs: Standard cost per FTE

Personnel Requirements: One or more full-time school board employees assigned to the college to maintain discipline and liaison with these less mature students in addition to regular faculty.

Key Concepts for Success:

1. Great working relationship with local public schools in this win-win program.
2. Daily presence of school board authority figure/counselor.
3. Clear understanding that unruly students will be returned immediately and permanently to the high school - participation is a privilege - the education of the adults in the classes will not be compromised.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: SENIOR ENRICHMENT SERIES

Target Population: Senior Citizens

College Name: South Florida Community College

Executive Officer: Dr. C. P. Cornelius **Contact Person:** Dean Gene Statler

College Address: 600 West College Drive, Avon Park, FL 33825 **Phone:** (813) 453-6661

Program/Service Narrative:

Each Winter Florida receives thousands of "snowbirds" flying south to warmer weather. In rural south-central Florida, non-sports minded senior citizens need a variety of daytime activities to keep them happy and healthy. These long-term tourists/visitors are a major contributor to our local economic base. SFCC helps to fulfill this need through planned activities appropriate for all ages and abilities: community education, avocational courses, aerobics and exercise classes, etc. Resoundingly popular is the 12-week Senior Enrichment Series which runs every Tuesday from 1:00PM-3:00PM, January through March. Our auditorium is packed with 1,500 seniors enjoying variety shows of local talent plus a few more "professional" performances. The shows are planned to be up-beat, happy, musical, and fun - often including a sing-along portion and often featuring other senior citizens. A small admission fee is charged ($18.00 for the Series) to cover administrative costs and honorariums. The Senior Enrichment Series has been a sell-out for the past three years due to its immense popularity.

Associated Costs: None. All costs recovered through admission fees.

Personnel Requirements: Coordinator to schedule performers; ushers to help with seating for an hour; refreshment stand operators

Key Concepts for Success:

1. Happy, light-hearted entertainment
2. Daytime since many senior citizens don't drive after dark
3. Intermission offers restroom breaks
4. Low cost within limits of fixed incomes
5. Feeling of genuine warmth and respect - We're happy to see them.
6. Variety of acts; mixture of high school band (youth) with senior citizen vocalist, etc.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Human Development Services

Target Population: Students interested in HDS careers/retraining existing employees

College Name: Central Wyoming College

Executive Officer: Dr. Jo Anne McFarland **Contact Person:** Dr. Harold Tapper

College Address: 2660 Peck Ave., Riverton, WY 82501 **Phone:** (307) 856-9291

Program/Service Narrative:

Responding to employment projections from the human services industry in the state of Wyoming, Central Wyoming College initiated a program in Human Development Services.

The basic curriculum for the Human Development Services program prepares students for employment opportunities in day-care centers, mental health facilities, nursing homes and hospitals, chemical dependency centers, and centers for developmentally disabled. In addition to the core curriculum, the student is required to select one of four concentrations--developmental disabilities, chemical dependency, early child education, or social services. The major difference in the four concentrations are reflected in the practicum classes, the program electives, and the practicum experience which involves more than 500 hours of on-site agency training.

Human service agencies within the CWC service area anticipate hiring 420 new employees in the next five years and will need to provide additional training for at least 700 of their current employees.

In its first year of the program, 42 students enrolled in the HDS program in Fall 1990, and the college anticipates an additional 30 students enrolling in Fall 1991.

Associated Costs: Developing training agreements with clinical agencies. Travel for clinical instructors.

Personnel Requirements: Counselors, clinical instructors, coordinator, instructors

Key Concepts for Success:
Work closely with social service agencies to design a job-specific clinical training.
Set up an advisory committee consisting of key social service agency personnel.
Be flexible in designing curriculum.
Be willing to change emphasis of program and to delete or add concentrations.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Parts Specialist Program

Target Population: Students interested in a career in the replacement parts industry

College Name: Dawson Community College

Executive Officer: Donald Kettner **Contact Person:** Peter J. Degel

College Address: 300 College Drive, Glendive, MT 59330 **Phone:** (406) 365-3396

Program/Service Narrative:

The Parts Specialist Program curriculum was developed with the cooperation of the auto industry, using the DACUM process. With equipment used by the replacement parts industry, advanced computer software, and highly motivational books the program is able to meet and exceed the industries required training for employment. The curriculum has two different training programs available to the student, 1) Certificate of Completion - available after completing a one year Counter Person Program, and 2) Associate of Applied Science Degree - for students completing the two year program which includes business core courses along with the replacement parts courses. The two year program trains students for counter person, outside sales, factory sales representatives, purchasing agents, store managers, and other management positions. Through reviews and articulation meetings job placement, to qualified graduating students, will be arranged before graduation.

Associated Costs: College tuition, required textbooks, room and board and minor tools.

Personnel Requirements: Admissions Coordinator, Career Advisor, Parts Specialist Instructor, Faculty Members

Key Concepts for Success:

1. Require SATs or ACT copies, High School transcript, and diploma
2. Willingness to learn, positive attitude, outgoing personality
3. Willingness to contribute in the class and with others
4. Punctual for classes and completed homework assignments
5. Desires a future in the replacement parts industry

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Sex Equity/Nontraditional Occupations (NTO) Project

Target Population: Future and current students in nontraditional occupational learning

College Name: Nicolet Area Technical College

Executive Officer: Dr. Diann Schindler **Contact Person:** Karen Isebrands

College Address: Box 518, Rhinelander, WI 54501 **Phone:** (717) 369-4477

Program/Service Narrative:

Female or male college students who express a definite interest in an occupation nontraditional for their sex, require specialized support services to enable them to overcome personal, family, financial, and attitudinal barriers related to their nontraditional career choice. The Sex Equity Nontraditional Occupations (NTO) project of the Women's Resource Bureau at Nicolet College offers a wide variety of supportive services to nontraditional occupations students: 1) assessment of personal values, interests, and aptitudes for career decision making; 2) career "shadowing" and job readiness activities; 3) personal development seminars, assertiveness training, and NTO informational sessions; 4) special interest workshops and NTO-related short courses; 5) information about NTO training program at Nicolet College and nontraditional careers in general; 6) tours of Nicolet College programs and laboratories; 7) introduction to nontraditional occupations role models/mentors; 8) financial assistance for NTO student transportation and child care costs; 9) one-on-one counseling services; 10) individually arranged job tour visits to area businesses and industries; 11) media exposure through a Women's Resource Bureau "Try Nontraditional" videotape and NTO feature articles/NTO student biographies in the campus newspaper.

Due to the efforts of the NTO Recruiter and the Nicolet College Women's Resource Bureau staff, during the academic year (1989-1990), NTO enrollments went from zero to a high of 26 females and 4 males enrolled in training programs nontraditional for their sex for the fall semester of 1990. (To date, 100% of these students have been retained in their respective NTO programs).

Associated Costs: Promotional materials: college catalogs, course schedules, Women's Resource Bureau brochures, Try Nontraditional flyers, course materials, career assessment materials, financial assistance for child care and transportation.

Personnel Requirements: Women's Resource Bureau Director and Sex Equity Coordinator; WRB/NTO Recruiter; WRB Instructors/Counselors; Special Interest/Adjunct Faculty; WRB Work Study Student

Key Concepts for Success:

A) One-on-one counseling/recruitment contacts
B) Financial aid for child care/transportation
C) Short "feeder" courses and NTO training programs
D) Career decision making, job readiness, and assertiveness training classes
E) Efforts and cooperation of entire Women's Resource Bureau staff

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Office of Enrollment Management

Target Population: High School, Non-Traditional and Current ACC Students

College Name: Allegany Community College

Executive Officer: Dr. Donald Alexander **Contact Person:** Linda Price

College Address: Willowbrook Road, Cumberland, MD 21502-2596 **Phone:** (301) 724- 7700

Program/Service Narrative:

With the decline in the county population, there has been a decline in the number of high school seniors which have traditionally been the primary target group for recruiting at Allegany Community College. Since the average age of the student population has increased, with 20-39 year olds comprising 54 percent of the student population, it appears that another target market has evolved--the older or non-traditional student.

Therefore, in order to maximize its recruitment and retention efforts, Allegany Community College recently established an Enrollment Management Office. This office is responsible for direct recruitment of students and for providing leadership and direction to others who are and should be involved in the recruitment of students. The office also serves as a catalyst in the development and implementation of programs and efforts, and in the improvement of the processes involved in student enrollment, registration, retention, and graduation. As such, it operates as a research and analysis arm of the institution in these areas, gathering and analyzing data related to enrollment processes, registration processes, retention rates and making recommendations regarding the development and improvement of the systems, programs, and efforts in these areas. Such analyses and recommendations are presented to the deans and other administrators responsible for the specific areas on campus through presentation and discussion at President's Staff meetings. Commitments then are made and the actions are turned over to the appropriate dean, or other administrator responsible for the particular area, for implementation.

Associated Costs: College promotional items such as catalogs, brochures, pencils.

Personnel Requirements: Director of Enrollment Management and Administrative Secretary

Key Concepts for Success: Cooperation from administrative, instructional, and student services areas.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Intergenerational Child Development Center

Target Population: Low-Income Families Needing Quality Child Care

College Name: Orangeburg-Calhoun Technical College

Executive Officer: M. Rudy Groomes **Contact Person:** Arminta Owens

College Address: 3250 St. Matthews Road, Orangeburg, SC 29115 **Phone:** (803) 536-0311

Program/Service Narrative:

In the Fall of 1988, Orangeburg-Calhoun Technical College became the model site for the first Intergenerational Child Development Center in South Carolina. With Support from Governor Campbell's office, the Department of Social Services, Orangeburg County Council on Aging, and the Health and Human Services Finance Commission, the college has assisted families in breaking the poverty cycle by allowing parents to receive additional educational opportunities free of the burden of high-cost child care.

A key success factor for the center has been the utilization of paid and volunteer senior citizens as caregivers, allowing parents freedom to complete school and job training programs. The primary goal of the center has been to permit persons under the Aid for Families with Dependent Children Program to break the cycle of welfare dependence and become contributing members of the workforce.

Associated Costs: Educational Materials, Training Opportunities for Staff, Meal Expense, and Operating Supplies.

Personnel Requirements: Center Director, Three Lead Teachers with early childhood education degrees, additional hourly workers, and volunteers.

Key Concepts for Success:

1) Positive community relations
2) Adequately trained personnel
3) Committed parents
4) Dedicated college administration

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: H.O.P.E. (Hispanic Outreach Pathways to Education)

Target Population: Potential Hispanic Students

College Name: Alvin Community College

Executive Officer: Dr. A. Rodney Allbright **Contact Person:** Joan Rossano

College Address: 3110 Mustang Road, Alvin, TX 77511-4898 **Phone:** (713) 331- 6111

Program/Service Narrative:

In 1987 representatives of Alvin Community College, Alvin Independent School District, and University of Houston--Clear Lake formed H.O.P.E. (Hispanic Outreach: Pathways to education) in an effort to 1) reduce the high drop-out rate of Hispanic youth in public school 2) encourage Hispanic youth to enter college. With the cooperation of the public school teachers, ACC hosted an Hispanic Award Ceremony that honored junior high and high school students for 1) Perfect Attendance 2) Scholastic Achievement (youth who meet or exceed their academic capabilities with consistent performance) and 3) Leadership (students active in clubs, sports, or student organizations). This ceremony, which was held in the ACC gymnasium, has become an annual event that has grown to include hundreds of involved Hispanic families. Business leaders, educators, parents, and college students participate in honoring the young students and in planning the event.

The ceremony has captured the interest of area businesses and industries. Scholarships for college have been awarded by business and industry and scholarships have been donated for youth to attend Hispanic Leadership Conferences.

Unexpected results include the establishment of a network of Hispanic parents, businessmen, and educators; the organization of a Ballet Folklorica that performs at civic events; and the development of a college club--Hispanics United for Education. As a result of this united effort, ACC has become a friendly environment for the Hispanic community, and the older participants in the program have begun enrolling in the College.

Associated Costs: Certificates, printed programs, punch, cookies, photography (all handled in-house).

Personnel Requirements: Volunteer effort of H.O.P.E. officers and committees. Coordination by Dean of Student & Instructional Services, Director of Financial Aide, Administrative Coordinator, and support staffs.

Key Concepts for Success:

1) Involvement of public school teachers
2) Involvement of parents in a family oriented event
3) Support of Hispanic business people
4) Interest of industrial foundations
5) Individual and family visits to campus with personal interaction with ACC staff

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Vocational Equity Outreach"

Target Population: Disadvantaged women and high school students with undecided future plan

College Name: San Juan College

Executive Officer: Dr. James C. Henderson **Contact Person:** Sylvia Aronson

College Address: 4601 College Blvd., Farmington, NM 87402 **Phone:** (505) 326-3311

Program/Service Narrative:

This is a two-part program funded for the 1990/91 year by the New Mexico Department of Education and designed to encourage potential high school dropouts as well as undereducated, disadvantaged women to opt for careers or new directions through community college education. High school students throughout San Juan County were brought on campus in two special days in the Fall 1990: Non-Traditional Careers for Men and Non-Traditional Careers for Women and introduced to possibilities outside of the usual realm of male\female jobs. Women students visited trades classes, such as machine shop, diesel, carpentry while men became acquainted with nursing, secretarial and word processing fields. Each group then heard talks by career men and women in non-traditional jobs.

In the second program, a class, "Home Repairs for Women" was organized from women notably on welfare rolls, victims of abuse or otherwise disadvantaged. Meeting on the college campus, the women were introduced to tolls and making simple home repairs in situations without male assistance in the home. The more focused goal was overcoming fear of attending a class on a college campus and encouraging self-esteem and confidence toward making a commitment to further education in regular credit classes.

Associated Costs: Personnel and some equipment costs as well as scholarships for the women in the Repair Class covered under the one-year equity grant. Other items included salary for the director and two class assistants as well as supplies for promotion.

Personnel Requirements: The program grant included a part-time director for one year. Other services provided without charge by college personnel.

Key Concepts for Success:

1) In both programs, encouragement of making a commitment toward self-improvement and acquiring of better skills.
2) Discover as much background information as possible (especially in the women's class) to assist on a personal basis for present and future needs.
3) Instill self-worth and confidence and an attitude of "I can do it."
4) Overcome fear of a college campus as a place where "I don't belong and cannot succeed."
5) Convey enthusiasm and caring for the programs and each other.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Business and Industry Development Team

Target Population: Business & Industry (Southeast Tennessee)

College Name: Motlow State Community College

Executive Officer: Dr. A. Frank Glass **Contact Person:** Dr. Janet Finch

College Address: Tullahoma, TN 37388 **Phone:** (615) 455-8511

Program/Service Narrative:

Motlow State Community College is located in rural southeast Tennessee in a "high tech" corridor that entends from Knoxville to Huntsville. Because of the location of this corridor, it continues to attract a variety of business and industry to southeast Tennessee. In an effort for the college to play an essential role in Tennessee's economic and community development, the college has established a BUSINESS AND INDUSTRY DEVELOPMENT TEAM. Members of this team include resources in job training, educational programs and services, and career education. This resource team provides assistance to local business and industry by: (1) making available data about the college/region; (2) putting together displays/exhibits; (3) providing tours of campus facilities; (4) developing visual aids and brochures; (5) making presentations to prospective industries; and (6) serving as consultants as deemed necessary.

THE BUSINESS AND INDUSTRY DEVELOPMENT TEAM routinely provides technical training and consulting services to approximately 50-60 business and industries each semester. The services and training provided by this resource team make a significant impact on economic and community development in rural southeast Tennessee.

Associated Costs: College promotional items such as charts, graphs, brochures, catalogs, etc.

Personnel Requirements: Training Specialist, Engineering Specialist, Education Coordinator, Faculty Members

Key Concepts for Success:

1) Team members must have a genuine interest and concern about economic and community development.
2) Team members must ensure that local business and industry are aware that a Business and Industry Development Team is available through Motlow College.
3) Team members must stay abreast of state-of-the-art technological needs and training.
4) Team members need to respond to requests in a timely manner as well as conduct follow-up.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Science/Technology Initiatives for Gifted Students in Rural Areas

Target Population: High school sophomores, juniors, and seniors in Rural Areas

College Name: Southwest Virginia Community College

Executive Officer: Dr. Charles R. King **Contact Person:** Dr. Michael N. Bishara

College Address: Box SVCC, Richlands, VA 24641-1510 **Phone:** (703) 964-2555

Program/Service Narrative:

The program initiative provided, at minimal cost, a planned sequence of challenging educational experiences in Science and Technology to a number of academically gifted upper class students from high schools in the 4 Virginia counties of Buchanan, Dickenson, Russell, and Tazewell. The delivery system was specially designed to meet the two fundamental challenges faced by typical rural high schools and community colleges. The first challenge is to locate and generate a "critical mass" of academically gifted, scientifically inclined students at the high school level (and preferably earlier), even when the school size does not permit generation of this mass. The second is to provide uniformly rigorous and challenging educational experiences that transcend the typical offerings at the rural high school level within acceptable budgetary limits.

The system was based upon the guaranteed availability of transportation from each county high school (regardless of size) and the central county vocational school. Through close partnerships between the community college and the pilot county school system, students were transported by bus (with their vocational school counterparts) on designated days, to the vocational school. An instructional team comprising the most talented teachers in the county school, together with carefully selected community college faculty members, provided the educational experiences to the students. The two-year effort was a definite success. The concept was adopted by a school system outside the college service area; and the Commonwealth of Virginia tailored a number of Regional Summer Schools to the same concept. These efforts have been in place since 1985, and are very much alive at this time. Indeed, in times of fiscal exigencies, the concept appears to be one of the very few specialized schools for the gifted that may survive budget cuts at the state level. Rising high school seniors were granted high school and college credit for the specially-tailored courses.

Associated Costs: Student Binders; Kickoff Guest Speaker; Student Selection Costs.

Personnel Requirements: Program Director; Liaison Person at each School System; School and College Instructional Staff.

Key Concepts for Success:

1. Low-cost outlay, with excellent return, for a school population that is substantially at risk, difficult to reach, and costly to serve.
2. A feeling of true teamwork and a well-publicized collaboration between school system and community colleges.
3. Development of an "esprit de corps" among academically gifted students from diverse schools and backgrounds, together with a humanized, nurtured exposure to college-level pressures and competition among academic peers.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Alternative High School Program for Teen Parents"

Target Population: Teen-aged parents, male and female, ages 12 - 18

College Name: Davidson County Community College

Executive Officer: Dr. J. Bryan Brooks **Contact Person:** Janie Carter

College Address: P.O. Box 1287, Lexington, NC 27293-1287 **Phone:** (704) 249-8186

Program/Service Narrative:

Research indicates nationally that 80 percent of all teen-aged parents drop out of school. Seventy percent of these young families receive public assistance. Since the fall of 1986, Davidson County Community College in cooperation with area public school systems is helping these students avoid becoming a dropout statistic through the Alternative High School Program for Teen Parents. The program is structured to provide an alternative education to teen parents. Objectives are to: 1) Provide a sound educational curriculum that encourages the young parent to complete their high school education and seek additional training and education after graduation, 2) Provide employability skills classes and vocational training so students will be able to achieve financial independence in the future, 3) Improve parenting skills by providing sessions on prenatal care, parenting, and child development, and 4) Enable young parents to gain self-confidence and control over the direction of their lives.

The Teen Parent program is housed on the DCCC campus in a large, self-contained classroom with a number of educational resources. Child care services are provided by the College's state approved Child Development Center located near the program's classroom. Students also have access to the College's Learning Resources Center and library support services which include tutorial services. Job placement services are also available.

Students may remain in the program up to one year. The dropout rate for the first three years has been only 14.8 percent. Eighty-six percent either graduated from DCCC's Adult High School and GED programs or returned to their home schools. Up to 30 students can be accommodated by the program at one time with as many as 60 rotating through the program each year.

Associated Costs: Utilities, daycare facilities, promotional and other printed materials, custodial services, office and classroom supplies.

Personnel Requirements: Principal, counselor, and two instructors provided by public school systems, and advisor/coordinator provided by the College.

Key Concepts for Success:

1. Support from school counselors, college advisors, community resource people
2. Access to information concerning assistance available from public service agencies
3. Individual student counseling and peer support groups
4. Guidance to career opportunities and post graduation education
5. Access to county transportation system services for students
6. Homebound instruction for new mothers during postpartum recovery

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Leadership Davidson County"

Target Population: Prospective community leaders

College Name: Davidson County Community College

Executive Officer: Dr. J. Bryan Brooks **Contact Person:** Dr. Pat Akers

College Address: P.O. Box 1287, Lexington, NC 27293-1287 **Phone:** (704) 249-8186

Program/Service Narrative:

The quality of life in a community is dependent upon the numerous contributions made by civic and service groups. Often there are not enough people to work on the community's many worthwhile projects. Leadership Davidson County, a joint venture of Davidson County Community College and area Chambers of Commerce, was formed in 1988. The purpose of LDC is to 1) Enhance leadership potential through an organized series of learning experiences which will acquaint participants with community problems and practices and, 2) Develop individual leadership skills associated with planning, communication, conflict resolution, coping with change, media involvement, decision making, team building, time management, and problem-solving. Participants must reside or be employed in Davidson County. Program activities include an orientation workshop, retreat, and a seven-month seminar series which provide opportunities for interaction with community leaders. Participants examine their own leadership styles and develop problem-solving abilities as they relate to community decision-making processes. To be eligible for graduation from LDC, participants must commit to attend the workshop, an overnight retreat, and 80 percent of the monthly, full-day seminars. The $285 tuition fee includes materials, the retreat, and all meals. Limited scholarships exist for those who require financial assistance.

Graduates of the first two classes report the program has expanded their vision of the county, made them more informed about the issues and effective interaction with others, helped them understand group dynamics, enhanced their perspective of the complexity of county management, and convinced them to become more involved in the county's service organization. Several have received job promotions since completing the program. Approximately 30 students are accepted each fall, with graduation held in June.

Associated Costs: Promotional and other printed materials, slide presentation for use with civic and professional groups, facility and food costs associated with retreat.

Personnel Requirements: Program coordinator, professional facilitators to help plan and facilitate retreat and seminars.

Key Concepts for Success:

1. Positive attitude, enthusiasm for project
2. Bonding of each class as a cooperative unit
3. Cooperation of participants' employers
4. Willingness of government, education, and business leaders to volunteer their time as speakers, panelists, and focus group leaders.
5. Development of clearinghouse of agencies and organizations that need volunteers and match that with interests, skills of alumni
6. Follow up with graduates

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Iowa Lakes Television Center

Target Population: Potential students in Emmets,Clay,Dickinson,Palo Alto & Kossuth counties

College Name: IOWA LAKES COMMUNITY COLLEGE

Executive Officer: Richard Blacker **Contact Person:** Dr. Charles B. Ullom

College Address: 19 South 7th St., Estherville, IA 51334 **Phone:** (712) 362-2601

Program/Service Narrative:

Providing access to quality education, in a cost effective manner, for residents of northwest Iowa's sparsely populated prairie has challenged Iowa Lakes Community College since its founding. A thorough analysis of plausible alternatives led to the establishment of Iowa's only distance learning system serving a rural population in 1982.

A federal grant funded construction and initialization of four, licensed Instructional Television Fixed Service (ITFS) broadcast channels. One way video and two way audio broadcasts are currently received at all five college attendance sites and twelve high school sites in the five county area. The system uses two channels for live, college level courses and one for live high school credit classes. The fourth channel is reserved for live teleconferencing, business and industry activities and general overflow from the other channels. College funds provide general operating costs for three of the channels, with funding for the secondary school channel provided by member assessments and student fees.

The ITFS system impact on educational access for the area is pervasive. An average of twenty-one college courses and eight secondary courses are conducted on the system each semester. Enrollments average 720 college, and 120 secondary, students per semester. These numbers exclude academic non-course activities, including faculty in-service, committee and department meetings, re-licensure courses, Adult and Continuing Education offerings, and various teleconferences.

Repeated high enrollments attest to the accomplishment of the system's primary goal of providing consistently high quality programming to as many individuals as possible, at as many sites as possible. Many students who began by "taking a few courses" via the ITFS are now full-time students. It is possible, through a comprehensive scheduling plan to obtain all the courses necessary for a degree, via television.

Associated Costs: System Operation and Maintenance

Personnel Requirements: Television Center Director, Broadcast Engineer, Center Secretary, Camera and System Operators, Receive Site Proctors.

Key Concepts for Success:

1. Faculty preparation and inservice
2. Faculty accessibility
3. Student orientation
4. Reliability of System
5. Coordinator system offerings

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Cheyenne Adult Learning Center

Target Population: Inmates in Laramie County Detention Center

College Name: Laramie County Community College

Executive Officer: Dr. Tim Davies **Contact Person:** Mary M. Rusch

College Address: 1400 E. College Dr., Cheyenne, WY 82007 **Phone:** (307) 778-5222

Program/Service Narrative:

Adult Basic Education (ABE) and General Equivalency Development (GED) preparation classes have been held at the Laramie County Detention Center for three years. Cheyenne Adult Learning Center (ALC) personnel teach the classes and Laramie County Community College (LCCC) personnel provide on-site GED testing.

Student inmates choose to participate in the open-entry, open-exit competency-based program. Since the beginning, there has been a waiting list. Student-inmates complete the Test of Adult Basic Education (TABE) and when ready, begin taking the GED practice tests. In 1989, one student-inmate was nominated for a national GED award, having attained perfect scores on two exams. Several students have returned to the classroom after completing the GED to serve as instructional aides.

In 1990, the Cheyenne Adult Learning Center developed teaching modules for life-coaching classes and added this program to the curriculum. Through a grant written by the ALC and the Laramie County Library, the Detention Center was able to add ABE/GED, Literacy, ESL, and Citizenship material to their library.

Trained volunteers also provide one-to-one tutoring for those students unable to read or write, as well as ESL students. Records show that students leaving the Detention Center continue their education. Those who have not completed their GED's enroll in classes in other locations. Those who have completed their GED look to post-secondary education to continue their life-long learning aspirations.

The Cheyenne ALC was presented an award by the U.S. Department of Labor at a six-state "Literacy in the Workforce" conference in Denver, Colorado for the "outstanding Correctional Program in Literacy". The plaque inscription read: "This program has proven that a few dedicated individuals can make a difference."

Associated Costs: Student-inmates attend classes at no charge. The program is paid for by a grant from the Wyoming State Department of Education.

Personnel Requirements: A minimum of a bachelors degree is required with preference being given to those with a masters degree with emphasis on adult education.

Key Concepts for Success:

1. Acceptance of student-inmates on a nonjudgemental basis.
2. Individualized competency based instruction.
3. Focus on success--not failure.

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "RN Transition Program"

Target Population: Licensed Practical Nurses

College Name: York Technical College

Executive Officer: Dennis Merrell **Contact Person:** Jean Watson

College Address: 452 S. Anderson Rd., Rock Hill, SC 29730 **Phone:** (803) 327-8000

Program/Service Narrative:

The shortage of registered nurses (RNs) with decreased positions for licensed practical nurses (LPNs) led to the development of the RN Transition Program. LPNs enter the program meeting the same entrance requirements as regular students, but the program is an alternate first year of the two year associate degree in nursing. Students self-pace through a "review" of the first year nursing courses using a computerized pre- and posttest for each lesson for formative feedback. Computer nursing simulations, videotapes, textbooks in a computer assisted instruction Laboratory (CAI lab), and syllabi with structured learning activities replace the traditional classroom and clinical schedules. Students spend about 6 to 8 hours a week in the CAI lab, which is open 54 hours a week, to accommodate their varied work schedules. Competency is determined using midterm and final examinations similar to the regular nursing courses, and a brief basic skills testing in the nursing skills laboratory. Retakes are allowed for all testing. In addition, a three credit hour classroom course, Nursing Transition, is taught by the coordinator. The focus of the course is the nursing process, with practice developing nursing care plans.

Approximately 15 students each year enroll in the RN Transition Program. They complete general education courses prior to or concurrently with this traditional nursing program in the summer for the start of the second year.

The program helps the nurses feel that they have been recognized for their prior education and experience, but they also have the opportunity to learn the material which is new in the RN program in a structured, yet flexible manner.

Associated Costs: Microcomputers (if students do not have access to campus hardware), software, videotapes, brochures.

Personnel Requirements: Program Coordinator (nursing faculty member), technical support.

Key Concepts for Success:

1. Program must have flexible access to accommodate student work schedules.
2. Program coordinator must be accessible as faculty advisor and support person.
3. Students should be treated as knowledgeable nurses who are building on their practical nursing knowledge and experience.
4. In a self-paced program, students need continuous positive support and encouragement.
5. Competency learning approach allows retakes for all testing.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Visual Arts Awareness Program

Target Population: Local residents with minimal exposure to urban art environments

College Name: Southwest Virginia Community College

Executive Officer: Dr. Charles R. King **Contact Person:** Ellen Elmes

College Address: Box SVCC, Richlands, VA 24641-1510 **Phone:** (703) 964-2555

Program/Service Narrative:

Recognizing that daily life in a beautiful rural environment encompasses numerous aesthetic pleasures, a new program placing emphasis on the visual arts as an accessible commodity in Southwest Virginia was introduced to the students at SVCC. Through the following components--facility renovation, course development, gallery implementation and field trip programming--students are now offered a chance to develop a greater awareness of the visual arts. Two diesel labs, which were vacated in 1988, were renovated. Lab #1 - transformed into art lab and lecture classroom (a) concrete floor "marbleized" by students and instructor; (b) utilization of used drawing tables, chairs, shelves, etc. from old drafting labs; (c) large open space arranged for varied needs of lecture and hands-on lab work. Lab #2 - transformed into gallery-exhibit space. The finished product has been used for exhibits obtained through local collections and art exchanges with foreign art students, local residents, student and faculty artwork, Virginia Museum of Fine Arts TEAMS exhibits and visiting artists. No cost other than installation materials and rental/shipping.

In addition to basic courses in history/appreciation of art, drawing design, and painting, a two-semester course (Art 286-287) is offered as a focus on the marketing of art skills for self-employment. Low cost field trips are taken to foster awareness and to provide the first-hand experience of viewing master works of art. Sites visited ranged from local galleries and craft shops, state museums of art to the National Gallery of Art, Washington, D.C., and the Museum of Modern Art in New York City.

Associated Costs: Art supplies, gas and van maintenance, shipping/rental for TEAMS exhibits.

Personnel Requirements: Humanities Division chairman and secretary, visual art and craft instructors.

Key Concepts for Success:

1. Foster a greater awareness of (a) local visual art resources, facilities, and professionals; (b) utilization of design and aesthetics in daily life; and (c) individual potential for creative development.
2. Institutional pride in and recognition of (a) local beauty; (b) interrelatedness of human expression and cultures through the arts; and (c) "self" as an appreciator and/or creator of art.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Athletic Club Membership for Students

Target Population: Students seeking recreational and athletic activity

College Name: Feather River Community College

Executive Officer: Dr. Donald J. Donato **Contact Person:** Tom Perdue

College Address: P.O. Box 11110, Quincy CA 95971 **Phone:** (916) 283-0202

Program/Service Narrative:

Student expectations for recreational and athletic opportunities often cannot be met on small college campuses with limited facilities and resources. To expand these opportunities at minimal cost, particularly opportunities for year-round recreation in a four-season climate, Feather River College entered into an agreement last year with a nearby, private athletic club that benefits the students as well as the business.

The college pays an annual fee to the club which entitles Associated Student Body (ASB) members to utilize the club's facilities which include a heated, indoor pool, racquetball courts, a variety of weight training and exercise equipment, saunas and a jacuzzi.

Student use is limited to the hours between 9 a.m. and 4 p.m. (when community use at the facility is limited), and no more than 20 students are admitted to the facility at any one time. The athletic club staff monitors student attendance, collecting ASB photo-ID cards as students enter. The club reports an average daily participation rate of 20 to 30 students on weekdays, and 10 to 15 students on weekends, drawn from a student body of about 1,000 students.

The program is vigorously promoted by the ASB organization as one of the benefits of membership, and ASB card sales, at $7.50 per semester, have increased significantly. The profits fund additional student activities and services.

The program is also an excellent recruitment tool, making the college more attractive to out-of-students as well as making the athletic club accessible to local students who would not otherwise be able to use it due to the club's rather substantial private membership fee. The athletic club profits not only from the fee paid by the college, but by exposure of the amenities it offers to potential private members.

Associated Costs: $3,000/yr fee to athletic club. Funding is generated by college Campus Center profits generated by students and staff.

Personnel Requirements: Student Activities Director, volunteer ASB members

Key Concepts for Success:

1. Aggressive promotion
2. Benefit to ASB organization
3. Good communication between college and club
4. Effective student identification system

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: The Hearing Impaired Program

Target Population: Hearing impaired students

College Name: North Florida Junior College

Executive Officer: William H. McCoy **Contact Person:** Edith H. Day

College Address: 1000 Turner Davis Drive, Madison, FL 32340 **Phone:** (904) 973-2288

Program/Service Narrative: North Florida Junior College's Program for the Hearing Impaired is a unique program which challenges and trains hearing impaired students from all over Florida and the Southeast to be prepared for the twenty-first century. Vital reasons for its success are its setting in a rural area and the program design. The holistic model considers education more than just the academic or vocational classroom encouraging the development of each student to his/her full potential. The various components of the program are designed to meet this overall objective.

To be successful, the hearing impaired individual must learn to live independently in a hearing world. This training begins with a four-week summer program which facilitates the transition from secondary to post-secondary education and continues throughout the year with monthly seminars. By providing the students with a knowledge base pertaining to non-educational topics, energies previously expended on daily living crises can be transferred to the academic arena.

Because both the vocational and associate degree tracks are available at the same institution, students may choose or change tracks. Within the vocational track students choose drafting, masonry, building maintenance technology or office technology. Employability skills training and an internship program prepare students for the transition to the world of work.

To be truly independent, the hearing impaired student must be able to communicate with a hearing employer. Hearing impaired vocational students enroll in special sections of non-credit developmental skills courses in reading, English and mathematics. In the English class, students learn about their own language (American Sign Language) and how to transfer ASL to English.

Inherent in any mainstreamed program is the need for qualified personnel including interpreters, tutors, notetakers, counselors and personnel who can help foster personal and social growth on the part of the students. NFJC's program provides these support services for its unique program in a rural setting.

Associated Costs: Personnel - $126,146.50

Personnel Requirements: Staff interpreters, program coordinator with training in deaf education, language instructor with knowledge of ASL.

Key Concepts for Success:

1. Holistic model - involving outside of classroom learning
2. Summer program for transition into college
3. Dedicated support staff
4. Small school and small town atmosphere

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Cooperative Midmanagement Center

Target Population: Students Interested in Employment Opportunities in Cooperatives

College Name: University of Minnesota, Waseca

Executive Officer: Dr. Thomas Lindahl **Contact Person:** William J. Nelson

College Address: 1000 University Drive, SW, Waseca, MN 56093 **Phone:** (507) 835-9262

Program/Service Narrative:

Cooperative businesses historically have been useful in meeting a wide range of consumer and producer needs including credit, housing, insurance, food, and other consumer goods; and in processing and marketing of agricultural and craft products. Opportunities for employment in and ownership of cooperatives have been increasing in both rural and urban areas, but available instruction on theory and methods of cooperation has been in a decline. The Cooperative Management Center of the University of Minnesota, Waseca has developed a successful program of integrating instruction about the cooperative philosophy and practice in existing curriculum such as accounting, business management, marketing, and economics while supporting an independent elective course designed to be taught in modules and scheduled to fit into required programs of studies. The course is also available to the general public and cooperative employees. Industry sponsored scholarships, internships, and an annual "Cooperatives Emphasis Day" also serve to enhance opportunities for students at minimal cost. These programs are consistent with the structure and philosophy of the curriculum of this two-year technical college focusing on agriculture and services to rural communities.

Library and other educational resources are available, most at no cost. Support from statewide organizations such as the Minnesota Association of Cooperatives has been invaluable. Materials are also available from national research and education organizations such as the U.S.D.A.'s Agricultural Cooperative Service, the National Council of Farmer Cooperatives, and the National Cooperative Business Association.

Associated Costs: Small amounts of funds for typical classroom and special event support; industry has supported most of the costs.

Personnel Requirements: Inloaded with existing faculty and staff.

Key Concepts for Success:

1. Industry and business interest and support is helpful.
2. Faculty need to include the cooperative business perspective in appropriate courses.
3. A faculty member with some knowledge of cooperative theory and practice. Colleges need to help colleagues identify resources and ways to become involved.
4. Take advantage of the numerous resources available for both U.S. and Canadian sources.

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Center for Business Services

Target Population:

College Name: Glen Oaks Community College

Executive Officer: Dr. Philip Ward **Contact Person:** D. McCarthy or J. Mann

College Address: 62249 Shimmel Road, Centreville, MI 49032 **Phone:** (616) 467-9945

Program/Service Narrative:

Glen Oaks Community College offers a unique combination of services to area businesses. The college offers the usual seminars, workshops and counseling. However, in addition to this, Glen Oaks also does extensive research on area business trends. This research results in two publications that help area businesses to be aware of local economic indicators. The publications are also helpful to area economic development practitioners, banks, real estate offices, social service agencies and many other organizations. These publications include:

1. The "St. Joseph County Business Outlook" - published quarterly and providing information as to employment, building industrial strength, as well as leading indicators that can be compared from quarter to quarter.

2. Wage Survey of Manufacturing - This publication gives area employers an indication of what is occurring with wages in a wide variety of manufacturing work categories. This report is published semi-annually.

Associated Costs: Center for Business Director/Secretary: 20% of time (PT) - $3,500 Publication Printing/Distribution: $3,000.

Personnel Requirements: Part-time Business Center Director; Part-time Secretary.

Key Concepts for Success: Providing information that is accurate and presented in such a way that it is understandable and useful. A format is followed that was developed by the Upjohn Institute. An advisory committee (The Forum for Economic Development) composed of area economic development practitioners, business people and area Chambers of Commerce representatives.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Junior Visitation Day - "A Touch of Class"

Target Population: High School Juniors

College Name: Jefferson Community College

Executive Officer: John T. Henderson **Contact Person:** Michele DeSarro

College Address: Outer Coffeen Street, Watertown, NY 13601 **Phone:** (315) 786-2200

Program/Service Narrative:

Inviting over five-hundred high school juniors to a college campus for one day can be fun and exciting and, at Jefferson Community College, it can be rather "classy." Each April since 1978, JCC has presented its annual Junior Visitation Day Program, which now sports its new name: "A Touch of Class." "A Touch of Class" gives high school juniors in the neighboring two-county area, the opportunity to discover more about college life at JCC by exploring its academic and student life components. "A Touch of Class" provides a welcome to juniors by nearly 100 current JCC students who are trained to guide groups of juniors to a series of designated locations which feature: a) A series of timed "mini sessions", conducted by faculty and staff which present academic expertise, and which are hosted by each of four college divisions: Business Administration, Enrollment Management and Student Life, Liberal Arts, and Math/Science; b) The "Phil Donohue Show", hosted by JCC's own "Phil", and his or her panel of faculty and staff who informally provide an informative question/answer show relating to issues which are important to prospective college students; c) A tour to familiarize juniors with the campus, and introduce them to the JCC clubs and organizations which are represented at various sites along the tour route; d) Lunch and light entertainment, (usually a comedian).

Each spring, high school guidance counselors, and their juniors, from over 15 high schools are invited to participate in JCC's "A Touch of Class."

Associated Costs: College promotional items such as name tags, printing needs, lunch, and entertainment.

Personnel Requirements: Admissions Personnel and "A Touch of Class" Committee, Faculty and staff members, JCC student tour guides.

Key Concepts for Success:

1) Showcase JCC to juniors as an effort to increase their awareness of JCC's academic and student life programs and services;
2) Display JCC's accessibility and affordabilty for young people.
3) Involve as fully as possible, JCC students, faculty, and staff.
4) Through "mini sessions", show off the diverse expertise of faculty, and the variety of academic programming for students.
5) Keep the day flowing in a "light 'n lively" manner.

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SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Speakers Program

Target Population:

College Name: Glen Oaks Community College

Executive Officer: Dr. Philip Ward **Contact Person:** Dennis McCarthy

College Address: 62249 Shimmel Road, Centreville, MI 49032 **Phone:** (616) 467-9945

Program/Service Narrative:

The Glen Oaks Community College Speakers' Program is one that any college or university would be proud of. This year, Glen Oaks, one of the smallest of Michigan's 29 community colleges, has had David Macaulay, the noted author and illustrator who recently published the best-selling The Way Things Work. During March of 1991, Carl Sagan will be speaking on "The Exploration of Other Worlds." An exhibit from the Johnson Space Center will be coordinated with Dr. Sagan's visit. Included will be gifts of meteorites for visiting area elementary school students under the them: "Catch a Falling Star." Last year, the college was privileged to host a lecture by the world renowned scientist, Dr. Stephen J. Gould.

How does Glen Oaks do it? A dedicated student, Vicki Copeland, began the program almost two years ago. Ms. Copeland was working on a science project, "The Evolution of Flightlessness in Birds", and decided to try to personally contact Dr. Gould, a noted authority on evolution for references to resources. During their conversation, Ms. Copeland asked Dr. Gould if he would come to Glen Oaks to help stimulate science studies at the College. He generously consented to give one of the few public appearance lectures at the college during the Winter of 1989. Vicki continues to coordinate the program at the college.

The Glen Oaks Speakers' Program operates mainly on donations from area individuals and business, and the college's progressive Foundation. All seating in the balcony of a local auditorium is given free of charge to area high school students. The high school science instructors identify students to attend. The Program builds bridges for the college's science program. Next year the college hopes to have a leading explorer and historian.

Associated Costs: Coordinator: $2,000 per year; Speakers: Vary.

Personnel Requirements: Dean of Community Services - 5% of annual salary; Coordinator - 10 hours per week average.

Key Concepts for Success: An interested and dedicated coordinator. A professional agent willing to take the time to understand the local needs and to grasp the programming philosophy. Personal contact with faculty, area schools, and businesses to promote. A solid, dependable cadre of volunteers. Offering free seating for approximately one-sixth of the auditorium to area high school students. A very supportive President and College Foundation.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Joint Community/College Programming

Target Population: Young Adults in the College Service Area

College Name: The University of Akron - Wayne College

Executive Officer: Dr. Tyrone Turning **Contact Person:** Lisa Snell

College Address: 10470 Smucker Road, Orrville, OH 44667 **Phone:** (216) 683-2010

Program/Service Narrative:

With the construction of a new 25,000 square foot health and physical education facility completed, Wayne College desired to utilize the plant as fully as possible and to make the public welcome. In addition, the college needed assistance in management of the facility including supervision of the weight room, racquetball courts, and the gymnasium and in the provision of instruction in the use of weight equipment. For several years, the Orrville YMCA has used Wayne College for its activity programs, and two years ago, the Y's office was located on the campus. After a series of discussions, the YMCA was more than happy to locate its office in the new facility and to jointly sponsor recreation leagues and provide qualified supervision of the weight room. A schedule was created which provided more than adequate time for student use, intramurals, intercollegiate athletics, and YMCA programming. The facility is open day and evening six days a week and has drawn over 700 community people in its first year of operation. The YMCA shares court fees and pays a modest hourly fee for use of the facility and provides free instruction to Wayne College students in the weight room. The partnership has proven so successful, the YMCA contracted to purchase five acres of Wayne College land for the future site of their permanent facility. This new building, scheduled for 1993, will include a child care facility, large meeting room, YMCA and United Way offices, and an indoor swimming pool. The YMCA will continue to use the college's facilities once their structure is open, and the college will have access to the child care center and the pool. The partnership has proven to be a very positive relationship for both organizations.

Associated Costs: Both organizations provide supervision of the facility on a shared basis. Students are employed as managers and assistants. Some equipment expenses are shared by the college and the YMCA. Revenues are shared proportionately.

Personnel Requirements: The college provides a master scheduler who maintains the daily operations schedules and supervises the student assistants.

Key Concepts for Success:

1) Cooperation and flexibility - there have been no serious conflicts due to the willingness of both organizations to compromise and give and take.
2) Revenues have benefitted both organizations.
3) Both organizations have gained greater exposure in the community.
4) The joint venture is looked upon by the community very favorably because it avoids needless duplication of facilities and programs.
5) The additional recreational programming has proven a valuable asset to the community which had been lacking facilities and programs for the young adult population.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Breakfast Tour"

Target Population: Influential members of business, industry, community

College Name: Norwalk State Technical College

Executive Officer: Dr. John K. Fisher **Contact Person:** Raymond Biasotti

College Address: 181 Richard Avenue, Norwalk, CT 06854 **Phone:** (203) 855-6648

Program/Service Narrative:

The three-part Breakfast Tour - invitation, breakfast, tour - presents a practical marketing/fund-raising technique for colleges feeling the budget crunch. Preceding the invitation, gather a list of 10-15 names of influential people in your community. These names constitute a breakfast tour. "Cold-call" each person, and having received a verbal consent, send a thank-you letter containing map to college, parking designations, agenda for breakfast tour, and restate time and date. At this time, prepare a folder including your college viewbook, informational brochure, host's business card, and a name tag for each visitor. The buffet breakfast seats a college administrator and three guests at each table. After breakfast, the college president and foundation president address the tour concerning college/foundation projects. During tours of the college, keep presentations short and to the point lest interesting stops eat up scheduled time. The breakfast tour concludes at its starting point where the college president thanks visitors for attending. Subsequently, during a personal visit to each breakfast tour attendee, funding and/or business/college joint projects are discussed. If raising friends facilitates raising funds, the breakfast tour will serve any college well.

Associated Costs: Postage, Buffet Breakfast

Personnel Requirements: College President, Foundation President, Development Officer, College Administrators as needed.

Key Concepts for Success:

1) Be sure invited people have committed to breakfast tour.
2) Educate visitors about your college: friends give to friends.
3) During after breakfast remarks by college and foundation presidents, target projects of importance.
4) Keep tour short and sweet.
5) Follow-up with a personal visit, ask for what you need, accept the response.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: System For Student Success

Target Population: Incoming Students/Students Seeking Academic Assistance

College Name: Frederick Community College

Executive Officer: Dr. Lee Betts **Contact Person:** S. Loveland

College Address: 7932 Opossumtown Pike, Frederick, MD 21701 **Phone:** (301) 846-2417

Program/Service Narrative:

Frederick Community College has met the challenge of the "open door policy" through an innovative and collaborative, multi-discipline "System for Student Success" that ensures maximum preparedness and success for each student. Begun in late 1989, the System for Student Success touches all students at the College and is considered an asset to the quality of education at FCC by students and faculty.

Initial assessment testing for all new students assures appropriate placement in courses requiring math, reading or writing skills. Developmental writing, reading and math courses as well as courses in topics such as: "College Study Skills," "Memory Development," and "Success in Math," help eliminate skill deficiencies or assist those for whom English is a second language. Short workshops such as "Doing Well on Essay Tests," "Time Management, Learning to Study Science," etc. are offered throughout the year.

The System provides tutors for any subject and sponsors the Writing, the Testing/Learning and the Math Centers. Students may drop into the centers to receive individualized help in writing papers for any course in the College, help with math or accounting skills, or help with study skills. Videos on study skill topics and computerized tutorial programs are also available.

Paramount to the program is the collaboration between academic departments and student development functions from initial counseling sessions with academic advisors to successful completion of student goals. Promotion of teaching excellence, professional development, and academic research place emphasis on creating and providing a College environment in which each student may reach maximum potential.

Associated Costs: Instructional software materials for Centers; computer upgrades and replacements.

Personnel Requirements: System Coordinator, assistants for Centers, student tutors, faculty to teach developmental courses and special workshops.

Key Concepts for Success:

1. Collaborative decision-making and programming between academic and student services divisions.
2. Initial testing assessment and academic schedule counseling offered at several scheduled orientations.
3. Research component to track success, dynamics that effect student success, and need for any programmatic changes.
4. Faculty and staff support; commitment to consistent improvement of instruction modalities and to potential success of each student.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: The "Math Connection"

Target Population: Students in grades 4 - 7

College Name: Greenfield Community College

Executive Officer: Dr. Katherine H. Sloan **Contact Person:** Karen Green

College Address: 1 College Drive, Greenfield, MA 01301 **Phone:** (413) 774-3131

Program/Service Narrative: "The Math Connection" is a public access, cable television mathematics program aimed at students in grades four through seven. The weekly half-hour program is produced by Greenfield Community College and televised through Greenfield Community Television. Funding for the project comes from The Dwight D. Eisenhower Grant, Title II, through the Massachusetts Board of Regents of Higher Education.

The goal of the project is to stimulate students' interest and increase their exposure to mathematics by involving them and their teachers in the production of the program. A Math Connection Planning Council consists of teachers from Greenfield and surrounding communities, and Greenfield Community College mathematics faculty. This group plans and implements the program.

The program has three main segments: an interview with a guest from the community who uses math in his/her profession or hobby; "Ask the Student," where students demonstrate how they solve open-ended problems; and "Challenge Corner," where groups of kids demonstrate problem-solving projects they have completed in their regular mathematics classrooms.

Additional features of the show include "Zingers," interesting math facts presented with computer graphics; "Stepping Out," highlighting how math is used in area businesses and special math projects from students' classrooms; and "Johnny No Math," a character played by a local comedian, who demonstrates what can happen in the world if you don't know math (he causes an overflow of suds at the laundromat, for example, because he can't measure the soap properly).

Videotapes are available to public access cable companies and schools for rebroadcast and classroom use.

Associated Costs: Greenfield Community College makes an in-kind contribution to the Eisenhower Grant through administrative and technical personnel, use and repair of equipment and telephone.

Personnel Requirements: Program director, math faculty, media and television technical personnel, television studio assistant, assistant dean to supervise the project.

Key Concepts for Success:

1. Collaboration between Greenfield Community College and teachers in surrounding communities.
2. Willingness of teachers and students to work on open-ended problem-solving projects and appear on the show.
3. Using television creatively to communicate with students and parents in surrounding rural communities about math education.
4. Validation from parents, administrators, teachers and media that math education is important.

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Professional Improvement Plan

Target Population: Faculty and administrators

College Name: Central Oregon Community College

Executive Officer: Dr. Robert Barber **Contact Person:** Helen Vandervort

College Address: 2600 NW College Way, Bend OR 97701 **Phone:** (503) 382-6112

Program/Service Narrative:

As one of the few colleges in Oregon located east of the Cascade Mountain range, Central Oregon Community College suffered at one time from a sense of professional isolation. In an effort to combat this sense of isolation, the college established the Professional Improvement Plan beginning with the academic year 1980-81. Many colleges have professional improvement plans, but what sets apart COCC's plan is the "extended commitment" concept. Extended commitment is designed as a way of mitigating the provincialism of a geographically isolated area, as a means of contributing variety to a professional's career and as a commitment to helping professionals stay up-to-date with their area of expertise. The extended commitment must, in total, be a full summer session of formal undertaking of a regionally accredited college or university every four years, or its equivalent.

The plan has taken faculty and administrators to such faraway places as Germany, Ireland, Israel, the Galapagos Islands, Okinawa and New Zealand. It has given also many the chance to study at large universities such as Stanford, Duke University and the University of New Hampshire. In turn, the faculty pass along to the students of COCC a global approach to learning.

Associated Costs: $250 per year, per full-time, regular faculty member place in Professional Improvement Account; 5 days per year set aside to be used for professional improvement only for administrators

Personnel Requirements: Personnel Director, Personnel Clerk

Key Concepts for Success:

1. Willingness of Faculty and administrators to participate
2. Innovativeness of plans devised by faculty and administrators

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: The Minority Opportunity Center for Science and Mathematics

Target Population: Grade school and community college minority students

College Name: Southside Virginia Community College

Executive Officer: Dr. John Cavan **Contact Person:** Donald R. Spell

College Address: Route 1, Box 15, Keysville, VA 23947 **Phone:** (804) 736-8484

Program/Service Narrative:

The Minority Opportunity Center for Science and Mathematics (MOCSM) is a model program for minorities funded by the National Science Foundation. The primary goal of the MOCSM is to work with local public school systems and community organizations to identify black students who are interested in pursuing a teaching career in science or mathematics. We hope these individuals will return to the school systems in the SVCC service area and teach science or mathematics after obtaining their teacher certification and degrees. At the college level, the center provides tuition, fees, book and travel stipends for students in the science/mathematics teacher education program. Participants pursue the Associate in Arts and Science Degree through the University Parallel/College Transfer Program. Over the course of one year, 27 students participated. Three of these students have transferred to senior colleges. They are pursuing teacher certification in mathematics, environmental sciences, and biology. Enrichment programs, instructional programs, and activities to foster an interest in science and math through academic competitions are also sponsored by the MOCSM for black students in grades 8 thru 12.

This program has received external recognition from several sources including being the recipient of a statewide competitive Excellence in Education Award.

Associated Costs: Tuition, fees, books, travel, and the costs associated with sponsoring enrichment programs.

Personnel Requirements: Program director, program secretary, volunteer parents, guest speakers, faculty members.

Key Concepts for Success:

1. Recognize in recruitment efforts that many potential good candidates may not have demonstrated superior achievement in high school science/math courses.
2. Insure that participants take the necessary developmental courses in english, reading, and math.
3. Constantly monitor participants inquiring periodically regarding academic progress.
4. Always convey to participants, expectations that they can and will succeed in science and math courses.

American Association of Community and Junior Colleges

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Careers and Choices Exploration Program

Target Population: "At-risk" high school sophomores, juniors and seniors

College Name: Technical College of the Lowcountry

Executive Officer: Dr. Anne S. McNutt **Contact Person:** Janet Newcomb

College Address: P.O. Box 1288, Beaufort, SC 29901 **Phone:** (803) 525-8317

Program/Service Narrative:

What good is an open-door admissions policy when many of the potential students are unable to reach the door? In the Lowcountry of South Carolina these "at-risk" high school students have a chance to avoid becoming dropout statistics and to learn about their postsecondary career and education options by volunteering for the **Careers and Choices Exploration Program: An Intervention Partnership.** A cooperative effort developed by the Technical College of the Lowcountry and funded by three major corporate foundations, **Careers and Choices** has counseled over 2,000 sophomores, juniors and seniors in all of the four-county service area's high schools since 1987. This seven week program encourages students' participation and involvement as the instructor takes them on a career journey that includes assessing individual interests, abilities and experience as preparation for career path planning and decisionmaking. Careful planning with school officials and coordination with other school programs and activities at each program site is the key to success: 80% of **Careers and Choices** participants have decided upon and embarked on a career path.

Associated Costs: Site related travel, brochures, portable computer, portable projector, books/printed materials, videos for career library, software

Personnel Requirements: Instructor/Coordinator, Administrative Assistant

Key Concepts for Success:

1. Involve the President of the college and the Principal and the guidance counselors of the high school in planning the partnership.
2. Start with one school, beginning with sophomores from specific classes,i.e., English or History versus students coming to a designated location, and do a pilot-test to ascertain the need for such a program.
3. Begin with one central goal and then expand goals as the program expands.
4. Develop strategies for marketing and tools for evaluation.
5. Hire a motivated, enthusiastic instructor.

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EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Kings River Community College Student Ambassador Program

Target Population: High School Seniors and Potential Students

College Name: Kings River Community College

Executive Officer: Richard Giese, President **Contact Person:** Richard Whiting

College Address: 995 North Reed Avenue, Reedley, CA 93654 **Phone:** (209) 638-3641

Program/Service Narrative:

The Kings River Community College Student Ambassador Program is designed to establish a linkage with the college's feeder high schools, community agencies, businesses and industry, and other potential entities where a resource of student or potential students may exist. The Student Ambassador Program, established in the Fall of 1990, is the first of its kind in California. The program is unique in providing a practical, hands-on experience to currently enrolled college students to serve as liaisons with other student resources interested in attending Kings River Community College. The five student ambassadors conduct weekly visitations to local high schools providing a positive image of Kings River Community College's dedication and commitment with the communities at large. The ambassadors serve as professionally trained representatives to improve the dissemination of college information for admission, registration, course and program offerings, instructional, and student support services aimed at recruitment and retention of students.

The student ambassadors are hired on a one year agreement and work 12-15 hours per week. Participants must have a minimum GPA of 2.5, be a KRCC sophomore, and have the ability to project a positive school image.

Associated Costs: College promotional items such as catalogs, brochures, bookmarks, and folders. Each ambassador is provided a uniform blazer and briefcase.

Personnel Requirements: School Relations Coordinator, staff support members.

Key Concepts for Success:

1. Ambassadors provide peer support to students in making informed decisions.
2. Instill enthusiasm/motivation to explore educational opportunities.
3. Establishment of student helping student communication.
4. Ambassadors provide professional outreach assistance to business, education, and community resource agencies.
5. Student Ambassadors make college education more approachable on a personal level.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Tourism 2001

Target Population: Community & Region

College Name: Mountain Empire Community College

Executive Officer: Ruth Mercedes Smith **Contact Person:** Peggy Rusek

College Address: Drawer 700, Big Stone Gap, VA 24219 **Phone:** (703) 523-2400

Program/Service Narrative:

Mountain Empire Community College served as the catalyst and is now the sponsor of Tourism 2001, a unique partnership of public and private entities in southwest Virginia. Comprised of hotel/motel/restaurant operators, national and state park representatives, chamber tourism directors, art association coordinators, college personnel and others, Tourism 2001 is dedicated to promoting tourism in this rural, economically depressed, but beautiful part of the country.

The concept began in 1989 when the college realized that groups throughout its service region were recognizing the importance of tourism as part of the area's economic development efforts, but little coordination was evident. Since the first conceptual meeting took place, Tourism 2001 has grown into a real force in southwest Virginia.

Knowing that the greatest ambassadors for tourism are the people who live and work in the area, the first emphasis was placed on building community awareness and support for tourism. Community workshops were conducted throughout the region, for boards of supervisors, town and city councils, civic groups, teachers and others.

Subsequent projects have included a regional calendar of events, a variety of tours (photographic, fall foliage, walking, etc.) a tri-state tourism conference, hospitality training, and more. Articles are included in the college's media packets for easy distribution.

A community leader is chair of the group, but the college serves as its staff, printing some materials, doing the minutes, etc.

Associated Costs: No direct costs, all indirect and matching.

Personnel Requirements: College liaison to group is Director of Center for Business, Industry, and Government. Other support by college's Public Information Officer and clerical.

Key Concepts for Success: Strong volunteer leadership; a commitment of necessary college resources for an effective start-up.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Transport Training

Target Population: Midwest Area

College Name: Crowder College

Executive Officer: Kent A. Farnsworth **Contact Person:** Same

College Address: 601 LaClede, Neosho, MO 64850 **Phone:** (417) 451-3226

Program/Service Narrative:

Both agriculture recession and transportation deregulation in the early 1980's have generated needs for rural communities that can be fulfilled through a successful Transport Training Program. Since 1984, Crowder College has developed programs to serve struggling displaced farmers and their families and the burgeoning over-the-road industry. Initial costs for equipment and training were supported by the local Private Industry Council (PIC) through JTPA funding. Both expanding/start-up industrial and displaced worker resources have been tapped for programming.

Early programming served only truck driver needs of local industries. With new federal Commercial Driver's License (CDL) standards, the college offers CDL classes, professional up-grade classes, and trainer classes to support dynamic industry needs. Since the industry can employ drivers who live anywhere, relocation is not necessary for graduates who wish to maintain rural roots. The rural work ethic is highly regarded by trucking companies who count on drivers to be their ambassadors. The Crowder program, which offers one-week seminars as well as six-week and eight-week training sessions, boasts a 99% placement rate of all graduates in seven years.

Graduates receive training which includes lectures and range and road work, and leave campus ready to pass the CDL exam and earn top wages within two months. Increased employability of local citizens has also increased income for local business, expanding the rural development cycle.

Associated Costs: While trucks and tractors can be expensive, equipment can be obtained by working with local transportation and PIC officials. Maintenance of program costs, trucking equipment, and books and office supplies has been covered through differential tuition.

Personnel Requirements: One instructor for each six students.

Key Concepts for Success:

1. Shared resources with local industries.
2. Quality screening to meet industry needs
3. High placement rates based on recruitment, screening and training standards.
4. Developing a broad base of resources from industry, tuition and state funding sources.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Home Crafts Days

Target Population: Community & Region

College Name: Mountain Empire Community College

Executive Officer: Ruth Mercedes Smith **Contact Person:** Sue Ella Boatright

College Address: Drawer 700, Big Stone Gap, VA 24219 **Phone:** (703) 523-2400

Program/Service Narrative: Home Crafts Days is a festival which promotes the traditional arts, crafts and music of the Appalachian Highlands. Mountain Empire Community College is the perfect setting for the outdoor event, held each October during the peak fall color season. Located on the side of a mountain with a panoramic view of the Appalachian mountains, the college has sponsored Home Crafts Days since its first year of operation, 19 years ago.

Artist and craftspersons are required to submit samples or photographs of their work, before display at the festival is permitted. The work must be handcrafted, traditional and of good quality. There is no charge to display and sell once the requirements have been met. Over one hundred artist participate each year. Demonstrations have included blacksmithing, broommaking, weaving, and basketweaving.

Local community and school groups operate as food vendors during the two days of the festival. Soup beans, corn bread, apple butter, country ham and biscuits are the normal fare. It is not unusual for groups to raise as much as $1,000 each for their efforts.

Music and storytelling might just be the biggest draw of the festival. Those interested in traditional mountain music find such legends as Uncle Charlie Osborne, now nearing 100, still making a special effort to "play" Home Crafts Days. While performances are occurring non-stop onstage, visitors can sit in on impromptu sessions all over the grounds, as musicians who haven't seen each other all year gather together in music and friendship. A petting zoo, goat cart rides, horse-drawn carriage rides, and medicine man also entice visitors. The raising of a log building at Home Crafts Days was featured on "Sesame Street" several years ago.

Home Crafts Days is the responsibility of the Office of Continuing Education and two part-time coordinators are hired to oversee the event (one for music and one for crafts, etc.) The biggest people power, however, comes from the many campus volunteers (Students and employees) who work diligently each year to make it the success that it is.

Associated Costs: Direct - $3,600; Indirect and matching costs not estimated.

Personnel Requirements: Part-time music coordinator and crafts coordinator. Supervised by Director of Continuing Education with college employees and student volunteers

Key Concepts for Success: No cost to vendors, craftspeople or visitors. Monitoring of quality and trueness to event goals; reaches audience not served by other college community services.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: TRIO Tutor Training Program

Target Population: Students eligible by TRIO guidelines

College Name: Windward Community College

Executive Officer: Peter T. Dyer **Contact Person:** Suzanne Kita

College Address: 45-720 Keaahala Road, Kaneohe, Hawaii 96744 **Phone:** (808) 235-7489

Program/Service Narrative:

The philosophy behind Windward Community College's tutor training is that establishing a positive relationship between tutor and client is critical to effective learning support. By developing and nurturing a truly peer relationship, both partners learn and grow through the tutoring experience. Many TRIO tutors are also clients--there are no class distinctions in the program. Students interested in becoming tutors must be certified and recommended by campus faculty, have earned an A or B grade for the course(s) they wish to tutor, maintain a cumulative GPA of 2.5 or better, and must be "people" people. Every semester a tutor pool of 20-25 students is assembled and trained to meet the needs of TRIO's 200 clients. A ten-hour pre-service seminar is required for all new tutors, while continuing tutors must participate in six hours of on-going workshops to earn WCC certification. These in-service workshops in content areas and study skills are provided by The Learning Center and by the TRIO staff. In 1989, TRIO's Tutoring Program was certified at regular, advanced, and master tutor levels by the College Reading and Learning Association. Tutors are hired with Federal funds to provide from 6-20 hours a week of tutoring to eligible clients and are paid for training, tutorial sessions, preparation, and conferencing with counselors and instructors. Those tutors who have completed certification requirements are awarded classy, framable Tutor Training Certificates presented by the Provost at the end-of-the semester party. This program and training syllabus have been shared in presentations at various national and local conferences, including the National Association for Developmental Education, College Reading and Learning Association, Western Association of Educational Opportunity Personnel, and Hawaii's Excellence in Education Conference. Ms. Kita serves on national tutor training committees for CRLA and NADE.

Associated Costs: Federal funding: Section 417, Higher Education Act of 1965, as amended, Special Programs for Students from Disadvantaged Backgrounds.

Personnel Requirements: Director, Counselor, Clerk-Typist; student employees: Tutor Coordinator, Asst. Tutor Coordinator, 20-25 peer tutors.

Key Concepts for Success:

1. Training is critical to success of tutors.
2. Creation of a positive relationship between tutor and client is critical to successful long-term tutoring: "the 4th R is Relationship"!
3. The goal of the tutor is to work himself/herself out of a job, by passing on to the client the keys to independent learning and performance.
4. The program is not a "dummy" program. The "smart" students become clients when they want to maximize their learning potential.
5. Retention and completion of academic goals are the projected outcomes for high-risk clients.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: A Partnership to Strengthen Aviation Education

Target Population: Aviation Maintenance Technology and Avionics Technology Students

College Name: Alabama Aviation and Technical College

Executive Officer: Dr. Shirley H. Woodie **Contact Person:** Dr. Sandra Flowers

College Address: P. O. Box 1209, Ozark, AL 36361-1209 **Phone:** (205) 774-5113

Program/Service Narrative:

Alabama Aviation and Technical College (AATC), Ozark, Alabama, and Northwest Airlines have established a partnership that is supported by a grant from the National Science Foundation's Private Sector Partnership Program. Northwest Airlines is providing resources and contributions to match NSF funds. The partnership is designed to (1) strengthen mathematics education for students enrolled in non-baccalaureate programs in Aviation Maintenance Technology and Avionics Technology, (2) expose students to the real-world workplace of a major employer of aviation technicians, and (3) increase opportunities for females and minorities in aviation education. Project activities and outcomes include new and revised mathematics courses/units developed with assistance from Northwest Airlines engineers and technicians, orientation and tours of Northwest Airlines for at least 100 AATC students annually, employment interviews conducted by Northwest Airlines personnel for at least 40 AATC students annually, participation by airline industry personnel in student recruitment activities, and on-campus maintenance courses taught by industry representatives.

Associated Costs: Financing travel and production of promotional material

Personnel Requirements: AATC project director, faculty and secretary; Northwest Airlines instructors, engineers and maintenance personnel

Key Concepts for Success:
(1) Industry advisory services
(2) Hands-on tours of airline maintenance facilities for students
(3) On-campus aircraft maintenance familiarization courses taught by industry representatives
(4) Recruiting assistance by airline employees
(5) Engineer assistance in improving students' mathematical skills
(6) Gifts and loans of equipment by industry

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Career Planning Center

Target Population: Adults in Career Transition

College Name: Chippewa Valley Technical College

Executive Officer: Norbert Wurtzel **Contact Person:** Jeanne Peterson

College Address: 620 West Clairemont Ave.,Eau Claire, WI 54701 **Phone:** (715) 833-6257

Program/Service Narrative:

Millions of Americans are in career transition. Their reasons for being in transition are many: unemployed, underemployed, dislocated worker, not in the labor force, displaced homemaker, inappropriate employment, crisis oriented, handicapped, disadvantaged, relocation oriented and advancement oriented. The needs of in-transition adults for career information and education underlie the philosophy of Chippewa Valley Technical College's Career Planning center which is "to relate the characteristics of the individual to the world of work in a meaningful way." Individuals using the Career Planning Center receive free assistance in developing an appropriate career plan. Interests, abilities and past experiences are considered in the plan and matched to different kinds of career clusters. Exploration of jobs (both traditional and non-traditional) in the clusters is encouraged to assure a satisfying career decision. Individuals learns more about the world of work through exploration of amount and types of education needed, salaries, the nature of specific jobs and job outlook. In addition, individuals are given assistance in putting their career plan into action by learning up-to-date job-seeking skills--if that meets their needs--or knowledge of the application and financial aid process at appropriate schools or training facilities.

Associated Costs: Testing instruments, personnel salaries and updated labor market and occupational information.

Personnel Requirements: Two career planning counselors, administrative assistant and two part-time clerical staff.

Key Concepts for Success:

1) Operate on an appointment basis to insure quality service
2) Provide individualized, confidential counseling
3) Develop excellent system of information and referral with community resources such as Division of Vocational Rehabilitation, Job Training Partnership, Job Service, public schools and college admissions offices, etc.
4) Provide referral to Chippewa Valley Technical College adult basic education which provides individualized assessment and instruction in basic skills including math, reading, vocabulary, computer literacy and preparation for civil service testing.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Lifeline Program

Target Population: All Enrolled Students

College Name: Chippewa Valley Technical College

Executive Officer: Norbert Wurtzel **Contact Person:** Johanna Warloski

College Address: 620 West Clairemont Ave., Eau Claire, WI 54701 **Phone:** (715) 833-6200

Program/Service Narrative:

About 10% of the Wisconsin population have problems with alcohol and other drug abuse, at least 25% have a family member with AODA problems. As these problems will interfere with academic success, Chippewa Valley Technical College decided to address alcohol and other drug abuse through a comprehensive wellness program. The program includes four basic strategies: 1) Education of the students and staff on the effects of alcohol and other drugs on self, work and family. A drop-in Center provides information, brochures and books on various topics, and is staffed by a part-time Prevention Specialist and part-time secretary. Curriculum material was developed to be integrated into psychology classes. 2) Early intervention to get help to students who are affected by AODA in order to increase college retention. This is done through a modified Student Assistance Program. Staff and selected students are trained in early recognition and referral skills. 3) A change in school climate. Policy and procedures re AODA are frequently evaluated. The Student Senate and Student Clubs receive inservice on AODA issues, and specifics on how to provide safe and healthy alternatives. 4) Support Services for students who are recovering from AODA or for those students who are affected by the AODA of someone close to them. These are often the students-at-risk to drop out.

Associated Costs: Brochures, salary part-time secretary, salary part-time Prevention Specialist

Personnel Requirements: Part-time Prevention Specialist, part-time secretary

Key Concepts for Success:

1. Administrative support.
2. Involvement of all school divisions.
3. Energetic Prevention Specialist.
4. Give practical useful information so the students can see its relevance and the staff can take responsive action.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Desktop Publishing in the IBM Environment"

Target Population: Journalism students and working professionals

College Name: Laramie County Community College

Executive Officer: Dr. Timothy Davies **Contact Person:** Rosalind Schliske

College Address: 1400 E. College Drive, Cheyenne, WY 82007 **Phone:** (307) 778-5222

Program/Service Narrative:

Often colleges are hesitant to develop a desktop publishing program because of the high cost of the computer equipment. In fall 1987 the Laramie County Community College journalism department rented one computer system in order to learn the software so that DTP classes could be offered using IBM-compatible computers in the business department, rather than expensive MacIntosh computers. For two consecutive semesters, DTP classes filled during early registration. Consequently, the journalism department was able to purchase 12 computer systems so that classes could be held in its own lab, and the student publications could use the facility. Soon several beginning DTP sections, an advanced DTP class, and a Harvard Graphics class were added. When within a year that lab was outgrown, the IBM computers were simply transferred to other departments, and 20 newer IBM computers were purchased. Another proposal has already been made to upgrade the equipment once more in anticipation of the needs of future software requirements, the desire to develop a full-scale graphic communications degree program, and the commitment to stay on the leading edge of technology for the journalism students and business and government communities we serve.

Associated Costs: Computer systems capable of handling desktop publishing

Personnel Requirements: One faculty member

Key Concepts for Success:

1) Incorporate desktop publishing into the journalism, not business, department
2) Market the program as a means for encouraging economic development in a community
3) Position the class, and thus the entire program, so they are viewed as a center for professional development and job retraining
4) Utilize peer tutoring in the classroom and the laboratory
5) Make the DTP lab serve double-duty as a working lab for student publications and as a practice lab for DTP students
6) Avoid the MacIntosh computer environment in favor of the IBM-compatible environment

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Liberal Studies Core Curriculum

Target Population: Degree-seeking Students

College Name: Yavapai College

Executive Officer: Dr. Paul Walker **Contact Person:** Ken Meier

College Address: 1100 E. Sheldon, Prescott, AZ 86301 **Phone:** (602) 776-2279

Program/Service Narrative:

A premise of Liberal Studies at Yavapai College is that students and faculty seek a coherent center of values and understanding. Liberal Studies provides an environment in which the accumulation of knowledge and the practice of disciplined independent thinking can grow into coherent understanding and reasoned values. Students enroll in Foundation Studies in English and mathematics; these courses encourage the intensive use of thoughtful and precise writing, critical reading, quantitative thinking, and the process of analysis and synthesis that underlie logical reasoning. Core Studies Connections and Western Civilization focus on conceptual frameworks through which a thinker, a culture, or an academic discipline may approach an issue. Area Studies line Foundation skills in thinking and communicating and the Core emphasis on conceptual frameworks to the content orientation of academic disciplines. Area courses demonstrate that the study of specialized subject matter can be drawn into the central dialogues of Liberal Studies.

The nucleus of Liberal Studies is a dynamic process of growing understanding, of values formation and refinement, of alert judgment, participation and enjoyment.

Associated Costs: College promotional items and instructional items

Personnel Requirements: Coordinator, faculty members

Key Concepts for Success:

1. This is the block of general education requirements for all degrees.
2. It creates enthusiasm among students for critical thinking.
3. Cultural awareness and enrichment occur for students and faculty.
4. It teaches students that learning can be neither a purely individual act nor the result of unthinking conformity.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: John Deere Ag Tech

Target Population: Unemployed in the Mississippi River Delta region

College Name: Phillips County Community College

Executive Officer: Dr. Steven Jones **Contact Person:** John Baker

College Address: P. O. Box 785, Helena, AR 72342 **Phone:** (501) 338-6474

Program/Service Narrative:

The Mississippi River Delta has received a great deal of negative publicity, much of it due to high unemployment rates and a dwindling population as people leave the area to look for jobs. Phillips County Community College, being in the heart of the Delta, decided to implement a program which would directly attack the problem. It was not unusual for us to offer training for the unemployed, but after the training was complete, many of our graduates had to leave the small rural towns that we serve to find a job. The answer lay in starting a training program that would enable them to find jobs in their home towns.

A long standing relationship with the John Deere Company led to the idea. John Deere had dealerships in towns throughout the Delta, but had been lamenting the declining number of quality service technicians. A partnership was formed, and the John Deere Ag Tech program was born. John Deere dealers from Missouri, Louisiana, Mississippi, Tennessee, and Arkansas are able to sponsor a student who comes to PCCC for two years to learn the technology to repair John Deere machinery. A portion of the training is spent as an intern in the sponsoring dealership. After successful completion of the course, a graduate will be qualified to work in any John Deere dealership, and the extensive specialized training in complicated electronics and hydraulic systems will make each participant a highly sought-after technician. The goal is for each student to go back to work for the sponsoring dealer, which helps us to keep quality in this region, and make it stronger.

Associated Costs: Minimal - The John Deere Company has donated equipment and classroom material totaling close to $500,000.00.

Personnel Requirements: Two PCCC faculty members

Key Concepts for Success:

1. Strong commitment to partnership
2. Individual dealership involvement in selection
3. Ability to place graduates in area jobs
4. Highly motivated faculty and students

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Rockingham County Folk Festival

Target Population: Rockingham County residents

College Name: Rockingham Community College

Executive Officer: Dr. N. Jerry Owens, Jr. **Contact Person:** Tony Gunn

College Address: P. O. Box 38, Wentworth, NC 27375 **Phone:** (919) 342-4261

Program/Service Narrative:

In May 1990, Rockingham Community College and the RCC Foundation co-sponsored the first Rockingham County Folk Festival with the Rockingham County Arts Council, Rockingham County Fine Arts Festival Association, and the Rockingham County Historical Society. Representatives of each of these groups served on a festival board along with representatives of the county's three chambers of commerce, five municipalities, and county government. The purpose of the festival is to help preserve the heritage of the county, provide activities which help unify the county, and to provide entertainment and cultural programs for our citizens. It was felt the college had a leadership role to play in each of these goals and, therefore, agreed to host this festival on our campus. Approximately 10,000 persons attended the two-day event, which featured live music, a play, food, craft and historical exhibits, horse events, and children's activities. The festival was financed by donations from the college and its foundation, county government, and local businesses and industries. Major sponsorships were established at $5,000 each; those donating lesser amounts were classified as contributors. The festival was such a success that another is planned for May 4-5.

Associated Costs: $5,000 as a major sponsor

Personnel Requirements: Virtually entire faculty and staff.

Key Concepts for Success:
1) Excellent organizational, planning, and budgetary skills
2) Good publicity
3) Campuswide and countywide participation and cooperation
4) Good weather

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Two Plus Two" Connection

Target Population: Non college-bound high school students

College Name: Garden City Community College

Executive Officer: Dr. James H. Tangeman **Contact Person:** Judy Crymble

College Address: 801 Campus Dr., Garden City KS 67846 **Phone:** (316) 276-7611

Program/Service Narrative:

Anyone entering today's workforce needs a high school diploma plus post-high school education to gain anything beyond a minimum wage position. Yet, the U.S. drop-out rate averages over 20 percent, and 75 percent of those who do graduate need education different from that provided by a bachelor's degree. Individuals must develop technical understanding, plus strong math and communications skills. The Two Plus Two Connection, a partnership between Garden City Community College and Garden City's public school system, capitalizes on cooperation to meet the challenge. The tech-prep program lets students start four-year courses of classroom and lab study as high school juniors, and emerge with associate degrees and four years of technical experience. College and public school faculty volunteered to design curriculum articulation. The results: 1) Two Plus Two students share high school and college campuses. 2) Dual credit is available for courses. 3) Two Plus Two offers programs in accounting, animal science, automotive technology, bilingual paraprofessionalism, welding, building trades, cosmetology, criminal justice, computer science, drafting/architecture, office occupations and industrial production technology. Approximately 50 students entered the first year, and 400 may soon be involved. The Kansas Department of Education, impressed by the effort, provided $50,000 for planning and another $50,000 to operate the program during the initial year. Today the Two Plus Two Connection is a state pilot program, serving as an example for all of Kansas.

Associated Costs: Staff inservice, advertising to reach students and parents, college promotional items such as pens and notepads, campus printing.

Personnel Requirements: Full-time coordinator, paid by grant funds; faculty and counseling staff volunteers; efforts of dean of technical education and president.

Key Concepts for Success:

1) Provide practical, realistic options for non-college bound students
2) Limit high school drop-out rate
3) Build strong faculty participation
4) Boost workforce skills in Southwest Kansas
5) Involve students and parents in planning for the future
6) Share resources to make best use of personnel and facilities

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Comprehensive Competencies Program"

Target Population: At-Risk Youth

College Name: Walters State Community College

Executive Officer: Dr. Jack E. Campbell **Contact Person:** Dr. Jack E. Campbell

College Address: 500 S. Davy Crockett Pkwy, Morristown, TN 37813 **Phone:** (615) 581-2121

Program/Service Narrative:

A major strategic goal of Walters State Community College is "to expand the college's role in community and economic development for the purpose of improving the quality of life throughout upper East Tennessee and increase productive linkages/partnerships with institutions, industries, and organizations throughout the region." As a part of the college's efforts toward achieving this goal, a unique and exciting partnership among community leaders, local public school districts, and the college has been created. Using federal dollars which come to the college through the Job Training Partnership Act, a network of basic skills learning centers has been developed which is providing much needed basic skills and pre-employment/work maturity training to area high school youth who are at-risk of dropping out. The centers are located in local high schools, but administrative and operational decisions, as well as staffing, is handled by the college. Eleven learning centers are now in the fourth year of operation and have proven extremely successful.

The 1482 participants who have served during the first three years have exhibited grade gain averages of 1.5 to 2.0 years in the basic math, reading, and language arts. The dropout rate for program participants has been an amazingly low 20 percent, which is five points lower than the national average.

Associated Costs: Annual operating budget of $800,000 all of which is federal funds. No regular college budget dollars are expended.

Personnel Requirements: Fourteen professional staff members and twelve support staff members.

Key Concepts for Success:

1. Develop a strong working relationship with the counties and high schools to be served
2. Hire quality personnel
3. Establish a strong networking system among the centers
4. Provide flexible curricular activities that meet individual needs of students
5. Motivate and build self-esteem of participants

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "College Preparation Program" (CoPP)

Target Population: High School Juniors/Seniors from Displaced Homemaker/Single Parent Home

College Name: Sparks State Technical College

Executive Officer: Dr. Linda C. Young **Contact Person:** Ms. Mackie Jordan

College Address: P.O. Drawer 580 Eufaula, AL 36072-0580 **Phone:** (205) 687-3543

Program/Service Narrative:

Since 1984, Sparks State Technical College (SSTC) has addressed the needs of the service area's displaced homemakers and single parents with a one-quarter career-search class aimed at that target group. While more that 500 displaced homemakers/single parents have participated in this program, which is presented four times annually, the College recognizes that the nearly 10,000 displaced homemakers/single parents in the service area have produced school-age offspring who are themselves at risk for becoming displaced homemakers/single parents. These children frequently drop out of school with few educational and employment skills, thus perpetuating the cycle of unemployment and poverty. To counteract this destructive cycle, SSTC determined that preventive, rather than palliative measures, were needed, and the College has initiated a unique College Preparation Program for 50 at-risk juniors and seniors enrolled in three service area high schools. Through a series of workshops to strengthen time management, decision-making, and study skills, Sparks State Technical College hopes to assist these students in developing the education and employment skills necessary for breaking the displaced homemaker/single parent cycle and for becoming productive, self-supporting citizens.

Associated Costs: Travel funds; student worksheets and other consumable supplies

Personnel Requirements: CoPP Coordinator (part-time); Clerical support

Key Concepts for Success:

1. Identify eligible participants with aid of high school counselors.
2. Maintain confidentiality of reason students are invited to participate in program.
3. Establish and maintain positive relationships with high school personnel and program participants.
4. Utilize College faculty/staff as resource persons.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Individualized Resource Program--Community-Based Vocational Training"

Target Population: Borderline Mentally Retarded, Impacted Learning Disabled

College Name: Iowa Valley Community College District

Executive Officer: Dr. John J. Prihoda **Contact Person:** Bill Martin

College Address: 3700 South Center St., Marshallton, Iowa 50158 **Phone:** (515) 752-4643

Program/Service Narrative:

The Individualized Resource Program of Iowa Valley Community College District is a dually-based rehabilitative transitional program built upon the combined strengths of the College and the communities it serves. Significant, active vocational training partnerships have been developed into an effective mainstream network of resources to prepare students with disabilities to enter the world of competitive employment.

The target population includes those students who may be mentally, physically or emotionally disabled--those who choose to enroll in a non-credit multi-occupational program whose goal is competitive employment. Individuals have been referred by the Iowa Department of Education's Division of Vocational Rehabilitation Services, and they have been recommended for specialized vocational training leading to competitive placement.

By combining the best asset of the community college and the business community, students are exposed to realistic training experiences. A comprehensive training plan is developed by college staff, Vocational Rehabilitation counselors, residential supervisor, the student, and oftentimes, his/her parents. The program objective is vocational training coupled with career exploration and further development of appropriate academic and vocational skills essential in the world of work.

Placement into full or part-time competitive employment, while not the direct responsibility of college personnel, is aided greatly by a special needs job coach/placement coordinator. For the past five years, successful placement of students has averaged 70%.

Associated Costs: Staff development, promotion/public relations videos, brochures

Personnel Requirements: Two full-time program coordinators and three part-time program assistants manage the program on two campuses; regular vocational staff and other college personnel complement the instructional programs.

Key Concepts for Success:

1. active collaboration between community college and area businesses, industries;
2. formal partnerships among human service agencies;
3. highly individualized nature of college's specialized vocational training;
4. dedicated, professional special needs staff of the college;
5. broad-based understanding and support of college's Board of Directors, college personnel, and communities.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Project P.A.S.S.

Target Population: Underprepared Learners

College Name: Kennebec Valley Technical College

Executive Officer: Barbara W. Woodlee **Contact Person:** Kathleen Moore

College Address: 92 Western Avenue, Fairfield, ME 04937 **Phone:** (207) 453-9762

Program/Service Narrative:

Kennebec Valley Technical College serves a large number of underprepared learners who vary widely in their degree of underpreparedness. To help ensure their success in college, comprehensive assessment and support services have been implemented. Students who apply to KVTC are scheduled to take a placement test before acceptance, although many programs are open-admissions. Once a student is tested, the scores are reviewed by the Dean of Admissions in conjunction with the Student Services Counselors. Those students scoring above the 35th percentile in all areas (Reading, English and Basic Math) are approved for the regular curriculum and assigned to a regular advisor. Those students scoring below the 35th percentile in one or more areas are approved for modified curriculum only, dependent upon the area(s) of weakness and are assigned a co-advisor in addition to a regular advisor. The co-advisor is most often the Student Services Counselor/Case Manager but can be a Basic Skills instructor. An Advisor Information Sheet is filled out for each student and sent to the respective advisor who uses this information at the time of student registration. During the summer, the Student Services staff perform the registration function. Students scoring below the 25th percentile in 2 areas are classified as highly "at-risk" and meet with the Counselor/Case Manager on a weekly or bi-weekly basis to assess progress and any problem areas. These students are also required to take the full Project P.A.S.S. curriculum that consists of the appropriate Basic Skills class plus a Learning and Thinking course. In addition, the provision of career and personal counseling underlies the total support given to students who enter college without strong basic skills.

Associated Costs: None

Personnel Requirements: Dean of Admissions; Student Services Coordinator and Counselor/Case Manager; Faculty Advisors; Basic Skills Instructors

Key Concepts for Success:

1. Mandatory placement testing
2. Admissions committee that includes Student Services
3. Mandatory modified curricula for low-scorers
4. Continual monitoring and tracking of "at-risk" students
5. Faculty involvement

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: "Student For A Day"

Target Population: Prospective students

College Name: Laboratory Institute of Merchandising

Executive Officer: Adrian G. Marcuse **Contact Person:** Mary Ann Elberfeld

College Address: 12 East 53rd Street, New York, NY 10022 **Phone:** (212) 752-1530

Program/Service Narrative:

Many high school students interested in fashion do not know what career path to choose or which college to select to prepare them for jobs in the industry. The Laboratory Institute of Merchandising offers a program that introduces these students to careers and a college education that specializes in fashion merchandising.

Fourteen times a year, the LIM Admissions Office presents "Student For A Day" to students and parents. An overview of the fashion industry and LIM is presented by faculty and staff members.

"Student For a Day" features: 1. A light breakfast and a presentation by faculty/staff members, 2. College tour, 3. A field trip exposing students to a "behind the scene" look at department stores, manufacturer's showrooms or fabric companies, 4. Lunch with the admissions staff and a question/answer period, 5. A film on the industry, 6. An interview, 7. A chance to apply for a $2,000.00 scholarship by taking a qualifying exam immediately following the program.

"Student For a Day" provides a great deal of information about the fashion industry as well as seeing the college "in action."

The entire college is available to answer questions pertaining to application, financial aid, academics and career placement.

From the inception of this program in the fall of 1988, statistics have shown that more than 85% of the students who attend "Student For a Day" apply to LIM and a substantial number of those enroll.

Associated Costs: Refreshments, paper goods and invitations/postage

Personnel Requirements: Admissions staff, faculty member administration staff

Key Concepts for Success:

1. Familiarize students and parents with the college
2. Introduces many career possibilities in fashion
3. Students can apply and be interviewed the same day
4. The opportunity to apply and be tested for a scholarship
5. PR for the college (invitations sent to high schools, counselors, parents and students)
6. An extra recruiting method

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Kauai Job Training Partnership Act (JTPA)

Target Population: Economically Disadvantaged

College Name: Kauai Community College

Executive Officer: David Iha **Contact Person:** David Iha

College Address: 3-1901 Kaumualii Hwy, Lihue, Kauai, HI 96766 **Phone:** (808) 245-8210

Program/Service Narrative:

Under the Job Training Partnership Act, eligible organizations can participate in the program in three separate functions: 1) As a service deliverer, 2) as the grant recipient and 3) as the administrative entity. Usually, these functions are the responsibilities of the local elected official or the private industry council. On the island of Kauai, State of Hawaii, the local elected official (Mayor) and the Kauai Private Industry Council signed an agreement approved by the Governor of the State of Hawaii to authorize Kauai Community College to perform all three functions. As a result, all of the JTPA funds for the county are expended by the college to meet the needs of economically disadvantaged youth and adults.

The College's JTPA program is a model program integrating on-campus non-credit offerings with credit offerings for our JTPA participants. Participants are encouraged to obtain a long term educational benefits to insure meaningful career options.

Associated Costs: $500,000 in JTPA funds annually.

Personnel Requirements: 5 full-time staff; 3 part-time staff.

Key Concepts for Success: Partnership with Human Services Agencies for recruitment of participants. Partnership with business organizations for placement of participants. Integration of JTPA participants in all aspects of a collegiate campus community.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Junior Day/Open House

Target Population: High School Juniors and the Community

College Name: Indian Hills Community College

Executive Officer: Dr. Lyle Hellyer **Contact Person:** David Kirchner

College Address: 525 Grandview, Ottumwa, Iowa 52501 **Phone:** (515) 683-5128

Program/Service Narrative:

Many high school students begin thinking about college and other options during the last semester of their junior year. For the past four years, Indian Hills Community College has invited high school juniors from southern Iowa and northern Missouri to our Ottumwa Campus on a Friday in April or May. The students have an opportunity to see what Indian Hills has to offer by browsing through displays and visiting with instructors of our programs in the Hellyer Student Life Center. The students are also treated to lunch in the college dining hall. Approximately 400 students attend "Junior Day" annually. In addition, two years ago the decision was made to hold an open house on the eve of Junior Day. Community residents have responded well. Approximately 1,000 people viewed the displays at our first open house.

Associated Costs: Promotion of the event and lunch for the students.

Personnel Requirements: Instructors of all programs, student services staff--they all volunteer their time.

Key Concepts for Success:

1. All staff are eager to talk about their programs.
2. We emphasize individual attention and personal contacts with all attending.
3. We don't use a hard sell approach. Students explore many career possibilities at their own pace.
4. Current Indian Hills students are at many of the displays and also visit with the guests.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Project First Class

Target Population: Minority Students Seventh through Tenth Grades

College Name: Rend Lake College

Executive Officer: Dr. Jon Astroth **Contact Person:** Pamela Smith

College Address: RR #1 Ina, IL 62846 **Phone:** (618) 437-5321

Program/Service Narrative:

Because too many minority students in the Mt. Vernon, Illinois, area were not continuing in post-secondary education programs, Rend Lake College, along with community educators and leaders, developed Project First Class. The Illinois Board of Higher Education funded a Higher Education Cooperative Agency Grant in order for the College to implement Project First Class Fall 1989 and again this fiscal year.

The focus of the Project is to increase the academic skills and improve self-esteem of 75 minority students in seventh through tenth grade. Students who are not performing well academically but have the potential to do college work are sought as participants. The lack of academic success for many minority students often can be traced to the lack of self-esteem. Many students give up on school and do not think about academic achievement, career selection, or a college education. Project First Class addresses these issues by providing tutoring services, career and cultural information, and role models; by promoting the development of a positive self-image; by providing five Saturday field-trips to Southern Illinois University Carbondale; by providing an on-campus summer program at Rend Lake College and at Southern Illinois University; by encouraging parents to complete their GED and/or to enroll in baccalaureate/vocational courses at Rend Lake College. The overall goal of the project is to increase student success through academic enrichment activities, professional tutoring, parental developmental and involvement, and role modeling.

Associated Costs:

Personnel Requirements: One Full-Time Coordinator, Part-Time Professional Tutors

Key Concepts for Success:

1. Collaborative effort by educational agencies and community.
2. Competent, caring Project Coordinator.
3. Professional tutoring.
4. Teacher, counselor, and parent sessions and involvement.
5. Career and cultural awareness events.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Advisement-Intervention Program

Target Population: Students enrolled in day or evening classes

College Name: East Central Community College

Executive Officer: Dr. Eddie M. Smith **Contact Person:** Bubby Johnston

College Address: P.O. Box 129, Decatur, MS 39327 **Phone:** (601) 635-2111

Program/Service Narrative:

In addition to providing full-time academic and vocational-technical counselors, East Central Community College has implemented an advisement-intervention program whereby faculty members also serve as academic advisors in their respective fields of study.

During the advisement-intervention process, advisors are selected from the teaching faculty according to their respective programs of study and are thus well qualified to assist students in their career planning. Frequent meetings are held with the advisors and their assigned students who are also urged to stay in contact with their advisors on matters pertaining to their educational or vocational careers. Students also pick up mid-term grades from their advisors. During this meeting students carefully track their progress by recording their mid-semester and prior grades onto a locally developed check list. This procedure helps insure that students meet their graduation, personal improvement or transfer goals without any negative surprises. With careful planning, students can find and pursue the course of study that will be most helpful in their chosen professional. Each student is thus aided in choosing a vocation and pursing the curriculum which is best suited for that person.

More recently, the advisement program has been expanded in two areas. First, counseling services are being offered during evening hours not only on the Decatur campus but at various locations throughout the five-county district. Secondly, an "early alert" system is in place which notifies by form letter both students and advisors of absentee and/or academic problems. These communications are made before midterm and help to solve student problems before they become magnified.

Associated Costs: Faculty time, postage, supplies

Personnel Requirements: Advisement coordinator, faculty advisors

Key Concepts for Success:

1. Total commitment of the College President.
2. Involve faculty in program planning.
3. Create a student centered environment.
4. Demonstrate the strong association between advisement-intervention and recruiting/retention.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: College Teaching Center

Target Population: Faculty and Staff

College Name: Tompkins Cortland Community College

Executive Officer: Eduardo J. Marti **Contact Person:** Eduardo J. Marti

College Address: 170 North Street, Dryden, NY 13053 **Phone:** (607) 844-8211

Program/Service Narrative:

The College Teaching Center exists to promote excellence in college teaching in order to improve student learning. We interact with full-time, part-time, and adjunct faculty in a climate of openness and academic sharing. The Center also collaborates with other area educators and interested community members to form a network of communication on educational excellence.

The coordinator regularly surveys the faculty so that the center is truly responsive and vital to the teaching and learning needs of the faculty. We coordinate an on-going series of workshops, that address staff development needs related to teaching and learning.

We fund instructional projects aimed at enhancing student learning through classroom research and innovative teaching techniques, and we sponsor attendance at conferences focused on the improvement of college teaching.

With the assistance of the Fund for the Improvement of Undergraduate Education (FIPSE), we support the orientation, training, and professional development of part-time and adjunct faculty. Our three-year project reorganizes adjunct orientation to focus on teaching, creates a certification program for part-timers with ongoing seminars, and facilitates mentoring relationships.

Associated Costs: $8,000 per year

Personnel Requirements: Coordinator: 0.5 released time

Key Concepts for Success: An administration which recognizes that: autonomy is essential; professional development may not be measurable in a quantitative way; and professional development is cumulative in its effect.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: TECH/SELECT: A vocational "open house"

Target Population: H.S. students; community employers; adult workers seeking new training

College Name: SKAGIT VALLEY COLLEGE

Executive Officer: Dr. James M. Ford **Contact Person:** K. Molesworth/J. Andrich

College Address: 2405 College Way, Mount Vernon, WA 98273 **Phone:** (206) 428-1261

Program/Service Narrative:

Skagit Valley College offers 21 high quality vocational programs. All of them provide excellent preparation for a young person entering a new career, an experienced worker planning to change careers or to a displaced or unemployed worker seeking a new career path.

"TECH/SELECT", an open house designed to showcase these exciting programs, is an all-day event open to the public. All vocational departments are open for tours, most offer demonstrations. Students and instructors are present to meet prospective students, answer questions and provide role models to our many prospective students. Events include: a high-style fashion show sponsored by the Fashion Merchandising Program, a spectacular food show designed and presented by Food Service and Hospitality students, an awards ceremony for community supporters and demonstrations in all lab areas.

Sponsored and organized by vocational department heads and the SVC admissions office, TECH/SELECT developed from a similar event previously held in local shopping malls. SVC organizers believed that the event would be more successful if the public were welcomed onto the SVC campus and provided the opportunity to visit classrooms, meet students and view equipment and demonstrations.

More than 600 area high school students attend the event as well as local employers, businesspeople and government leaders.

Associated Costs: Publicity (posters, invitations, flyers to high schools), display boards, refreshments, reception/social, media advertising

Personnel Requirements: Admissions director, associate dean/vocational education, vocational department heads and students, public information director, food services.

Key Concepts for Success:

1. Make public, and students, feel welcome on campus.
2. Create awareness.
3. Involve local high schools.
4. Involve and excite vocational instructors and department heads.
5. Start early and plan thoroughly.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Tourism Resource Center

Target Population: Business, industry, & residents of service region

College Name: Horry-Georgetown Technical College

Executive Officer: Dr. D. Kent Sharples **Contact Person:** Cindy Lee

College Address: P.O. Box 1966, Conway, SC 29526 **Phone:** (803) 347-3186

Program/Service Narrative:

HGTC's Tourism Resource Center is a highly successful integrated system of related services which have a very positive impact on the economic development of the state of South Carolina and our service area.

1) The Welcome Center provides information to upwards of 60,000 Grand Strand visitors. 2) the Business Formation Network holds workshops and Venture Capital Forums involving entrepreneurs and investors. 3) The Soils Laboratory processes samples and conducts tests for businesses where turf is vital. The Lab, also, provides a computer link-up with USGA Turfgrass Information File at Michigan State University. HGTC co-sponsors the Southern Grounds and Turf Maintenance Exposition and Conference. 4) Special Schools, a start-up training assistance program is temporary and is especially designed to meet the specific needs of new or expanding operations by providing location of and specific training for a personnel pool. 5) The Southeast Manufacturing Technology Center stimulates improvements of quality and productivity in manufacturing and business by providing access to advancements in technology. 6) The Hotel-Motel-Restaurant Management Department provides extensive degree and/or certificate training for students interested in the tourism industry. 7) The Culinary Arts Department provides Associate Degree training for chefs.

Associated Costs: (Complete figures not available at this time.)

Personnel Requirements: Tourism Resource Center Director, Special Schools Manager Director of Business Formation Network, Productivity-Technology Specialist/SMTC, Soils Lab instructor/technician, Welcome Center Dir., Sec., HMR and Cul. Arts Faculty.

Key Concepts for Success:

1. Interaction of related services available through Tourism Resource Center.
2. Interaction with state services.
3. Keeping abreast of business and industry needs.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Summer Urban Youth Camp

Target Population: Pre-college students from urban areas

College Name: The Ohio State University Agricultural Technical Institute

Executive Officer: Dr. Dan Garrison **Contact Person:** Deborah Leonard

College Address: 1328 Dover Road, Wooster, Ohio 44691 **Phone:** (216) 264-3911

Program/Service Narrative:

Summer Urban Youth Camp is OSU/ATI's crowning program on career awareness for urban students. Initiated in 1986, the week-long experience brings precollege students from urban areas to campus where they participate in agriculturally related technical training. The program's success reached a new pinnacle with the financial backing of Jobs for Ohio Graduates-Akron (JOG-Akron). JOG-Akron, the third largest in Ohio and the most successful chapter, is affiliated with the national organization, Jobs for American Graduates (JAG). The non-profit organization offers high school seniors the opportunity to develop leadership skills and self confidence while exploring future career possibilities. Between 10 and 20 students are served in the summer camp at no cost to the individual. Students live in the residence hall, eat in the dining room, and attend nightly motivational seminars. During the day, students participate in everything from milking a cow and designing a floral arrangement to computer aided design (CAD) and building a picnic table! Students are exposed to career opportunities--some for the first time--in the areas of fluid power, forest products, horticultural power equipment, landscape contracting and construction, beekeeping, agricultural commerce, and many others as well as the traditional beef, sheep, swine and dairy industries. Students also attend seminars on admission policies, financial aid opportunities and career planning.

Associated Costs: Approximately $800 per student.

Personnel Requirements: Admissions Coordinator, Staff, faculty and technicians, Motivational speakers

Key Concepts for Success:

1. Solid marketing to urban area.
2. Strong financial backing.
3. Exciting programs and activities.
4. Coordination and cooperation of Administration, faculty, staff, and technicians.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: College/Industry Training Partnership

Target Population: Industry Unskilled Workers

College Name: Northern Nevada Community College

Executive Officer: Ronald Remington **Contact Person:** C.Ferry/S. Popeck

College Address: 901 Elm Street, Elko, NV 89801 **Phone:** (702) 738-8493

Program/Service Narrative:

Jack Rabbits and sagebrush are dominant life forms in the 45,000 square mile region served by NNCC, an area that has become the center of gold mining in North America. This modern gold rush has created a need for worker training in mechanical technology. Beginning the summer of 1988, NNCC has participated in various training partnerships with the region's mining companies, particularly in diesel, mill maintenance, and welding technology programs: (1) The first model started in 1988 involved training employees of two large mining companies to become diesel and mill mechanics. Some 55 employees were trained in 40-week programs between 1988 and the fall of 1990. (2) Seven mining companies formed a consortium in early 1990 to provide full scholarships and employment to 1990 high school graduates. Thirty-three were selected and started employment the summer of 1990, followed by ten weeks of basic courses in maintenance technology fall semester. These students are now in a 18-month cycle of one week on campus for intensive study and three weeks at a job site every month. A new group will be selected from area high schools during the spring of 1991. (3) In January, 1991, NNCC and Newmont Gold entered into still another partnership that features unskilled or semi-skilled mining employees coming on campus for one week a month in a three year program of training that will include automotive and industrial electrician as well. (4) Another mining company wants to pilot a program for employees to spend two full days a month in basic mechanics courses. (5) NNCC's computer labs are busy every weekend and at other times with contract classes for mining employees.

Associated Costs: Normal costs associated with occupational programs.

Personnel Requirements: Coordinator, Mining Education, Clerical, Faculty.

Key Concepts for Success:

1. College willingness to institute flexible course scheduling
2. Responsiveness to various industry demands, including curriculum, scheduling, last-minute changes, student/employee training progress, etc.
3. An industry that needs trained workers.
4. College-wide coordination
5. Close coordination with industry representatives, usually on a daily basis

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Internal Excellence Awards

Target Population: Faculty/Programs/Students

College Name: Hocking College

Executive Officer: Dr. John J. Light **Contact Person:** Judith Sinnott

College Address: 3301 Hocking Pkwy. Nelsonville, Ohio 45764 **Phone:** (614) 753-3591

Program/Service Narrative:

Each biennium, Hocking College offers an "Internal Excellence" competition to identify and document exemplary units which are performing their missions extraordinarily well. To date, five units have been recognized and have received a financial award to provide for specific resources such as equipment or professional development. Competition is based on a written proposal submitted in self-nomination and covers the areas of: 1) resources with which the unit works (i.e. facilities, people, gifts); 2) a comprehensive description of the activity of the unit and its mission; 3) documented evidence of excellence, testimonials, news articles, honors and/or awards from outside the college; improved student scores - anything which proves unit quality.

Proposals are reviewed by a blue ribbon panel, a recommendation made to the president and then reviewed by the Board of Trustees. A ceremony is hosted by the college Deans to honor winning the program(s).

Outcomes have been significant and equally as important as winning is the sense of pride in achievement that competing units develop as they document their success. Even those not selected are generally amazed at their accomplishments. Ultimately, the college benefits from data gathered in this manner.

Associated Costs: Varies with the program

Personnel Requirements: Dean, department directors, faculty members

Key Concepts for Success:

1. Clear definition of unit goals
2. Continuous documentation of excellence
3. Faculty participation/support
4. Sustained support by Board of Trustees/administration

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Academic Advising Center

Target Population: Incoming Students

College Name: Hocking College

Executive Officer: Dr. John J. Light **Contact Person:** Judith Sinnott

College Address: 3301 Hocking Pkwy., Nelsonville, Ohio 45764 **Phone:** (614) 753-3591

Program/Service Narrative:

An individualized learning plan increases the student's opportunity for success during their pursuit of an associate degree at Hocking College. Each department assigns an academic specialist to work in the Academic Advising Center directly with students. Learning plans are divised by utilizing the Myers-Briggs Type Indicator (MBTI) and the Learning Style Inventory (LSI). Learning plans include the student's preference as it relates to learning style, classroom and work environment, major vocational interests, modality for learning, preference for structure and flexibility in learning, and self-reported expectancy level or academic performance. Other possible occupational choices and study guidelines are often recommended. Academic advising specialists utilize information from the assessment instruments to customize their services. The specialists review the learning plan with students and assist them with appropriate referral services to financial aid, career planning, tutoring assistance and with learning or developmental needs or personal counseling which may require special attention.

Associated Costs: Salary for Center Coordinator, percentage of each specialist contract

Personnel Requirements: Academic specialists from each program, including general studies

Key Concepts for Success:

1. That students accept help center personnel provides
2. Commitment from each department to assign personnel with special interest in advising and a desire to work closely with students

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Bachelor of Science Degree in Nursing at Extension Campus

Target Population: Associate Degree/Diploma Prepared Registered Nurses

College Name: Lee College

Executive Officer: Dr. Vivian Blevins **Contact Person:** Lorena W. Maher

College Address: 511 S. Whiting, Baytown TX 77520-4703 **Phone:** (713) 425-6449

Program/Service Narrative:

The registered nurse graduates of Lee College's Associate Degree Nursing program in Baytown, Texas, needed the management skills that a Bachelors Degree in Nursing could provide them. Given the geographic isolation of Baytown, it was difficult for nurses working in the community to commute to either Houston, Galveston or Beaumont to obtain the BSN degree. After reviewing the BSN programs in the area, Lee College's administration contacted the University of Texas School of Nursing Galveston. The flexible program offered would meet the needs of working RNs who also had other responsibilities. Lee College and The University of Texas School of Nursing Galveston collaborated with the goal of establishing Lee College as an extension site for the UT Flexible Option Track of the BSN program. Lee College agreed to furnish classrooms, lab facilities, testing services, use of media equipment and instructor's offices. UT agreed to send professors to Lee College to teach the classes. Permission was secured from the Board of Nurse Examiners for the State of Texas and the Texas Coordinating Board for Higher Education. A contract was approved by both institutions.

The first five students entered the program in June 1987. Students register on the UT campus and do the required 12 clinical days in UT facilities. All classes meet on the LC campus. The two institutions collaborated in grant writing and secured a telephone Modem, a copier, a tape replication machine, Camcorder, library holdings and lap top computers for students to check-out for home use. To date ten students have graduated and over 50 students are enrolled. The positive impact on health care in the entire area is evident as the BSN graduates assume management/leadership role in the community health care facilities.

Associated Costs: Indirect costs to Lee College: office and supplies, testing service, lab and equipment; to UT Galveston, travel of faculty.

Personnel Requirements: Lab manager and testing service personnel at Lee College.

Key Concepts for Success:

1. Frequent communication between Director of Flexible Optional Track Program at UT and Chairperson of Health Care and Related Occupations at Lee College.
2. Making faculty from UT feel a part of the Lee College family.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Leadership & Community Development: Team Building & Strategic Planning

Target Population: College service area

College Name: Montcalm Community College

Executive Officer: Dr. Donald C. Burns **Contact Person:** Dr. Keith Miller

College Address: 2800 College Drive, S.W., Sidney, MI 48885-9746 **Phone:** (517) 328-2111

Program/Service Narrative:

Many rural counties are facing economic and social challenges. This environment calls for a cooperative effort from public, private and governmental organizations to mobilize a force to address those challenges. In 1988, Montcalm Community College became part of a community-wide effort which organized a project called Montcalm Tomorrow. The project was designed to identify and address critical, county-wide issues through community involvement. The project fostered and developed leadership skills specific to Montcalm County. The project goals included: taking a broad-based strategic approach in meeting Montcalm County's challenges, focusing on inter-organizational strategies to maximize the impact of limited resources, and producing concrete and practical change on both a short-and long-term basis. Through a process of community forums, community-based task forces and strategy formulation, the specific issues of economic development, education and training, environment, health care and quality of life were addressed and a model was designed for use in other communities.

Associated Costs: Printing and promotional material

Personnel Requirements: Project coordinator, community participants

Key Concepts for Success:

1. Developing a sense of community among the separate cities, villages and townships
2. Community-wide involvement through town meetings and task force activities to agree upon a common vision and attain public reporting of the strategic plan
3. Instituting a process for leadership development.

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Governor's Magnet School

Target Population: Community & Region

College Name: Mountain Empire Community College

Executive Officer: Ruth Mercedes Smith **Contact Person:** Chris Allgyer

College Address: Drawer 700, Big Stone Gap, VA 24219 **Phone:** (703) 523-2400

Program/Service Narrative:

Recognizing the importance of math and science education to the future of the nation, MECC began the Governor's Magnet School several years ago. Base funding for the program is provided by the Commonwealth of Virginia. Additional funding has been obtained through the Young Scholars Program of the National Science Foundation, from private sources and from special awards from Virginia in recognition of the program's excellence. MECC was the first community college in the nation to receive funds from NSF's Young Scholars Program.

A unique blend of theory and hands-on experience, rising juniors and seniors from area high schools are accepted in the four-week program. Two tracks are offered each year. One of the most popular has been a track on fractal geometry, led by Dr. Bob DeVaney of Boston University. Other projects have included marine biology on Virginia's eastern shores, nuclear physics at Oak Ridge Nuclear Laboratory, reclamation research projects in the surrounding coalfields and photography.

Because of the economic adversity of the area, students are paid stipends to attend the school so they will not have to choose between work and education. The high school students receive college credit for their studies. Interns and assistants are chosen from MECC's student body and area high school teachers.

The Magnet School has strengthened the college's ties with the public schools while simultaneously providing an essential educational service to the youth of the area.

Associated Costs: $55,000 plus matching, indirect

Personnel Requirements: Three

Key Concepts for Success: Commitment by college faculty

American Association of Community and Junior Colleges

SMALL/RURAL COMMUNITY COLLEGES COMMISSION

EXEMPLARY PROGRAMS AND SERVICES

Program/Service Title: Inmate Training Program

Target Population: Incarcerated Men and Women at the Canon City Corrections Complex

College Name: Pueblo Community College

Executive Officer: Dr. Tony Zeiss **Contact Person:** Becky Paneitz

College Address: 900 West Orman Ave., Pueblo, CO 81004 **Phone:** (719) 549-3367

Program/Service Narrative:

Following a needs assessment in March of 1989, Pueblo Community College began offering credit and non-credit programs to inmates of the Colorado Department of Corrections at the Canon City Complex.

Initially, classes were offered in the area of Farm/Ranch Management, GED preparation, and Drafting. As inmate interest grew, so did the number and types of programs offered. Today, PCC provides numerous educational services to seven correctional centers. Classes are available to inmates in minimum, minimum-restricted, medium, and medium-restricted facilities.

Inmates who plan to enroll in FTE credit courses must complete a formal application to the college and submit a Pell grant request for financial assistance. In addition, they must also complete a series of evaluations in the areas of reading, math, and English. Inmates who are deficient in any of these areas must enroll in classes to improve these skills and must attain an acceptable score prior to completion of their degree or certificate program. Presently, inmates may obtain an AAS degree in Drafting; and certificate programs are provided in horticulture, farm/ranch, business management and mass communications.

The Department of Corrections and Pueblo Community College, through contractual agreement, also provide non-credit, leisure-time activity and enrichment programs for inmates. During 1989-90 a total of 18 academic and vocational programs were offered in the following areas: ABE/GED, recreation, life enrichment, pre-GED, building maintenance, business, ESL, and adaptive physical education as well as credit courses.

Associated Costs: Instructional costs are provided entirely by contract dollars from the contracting agencies and/or monies obtained from FTE generating vocational programs.

Personnel Requirements: Executive Director for External Programs, Inmate Education Programs Coordinator, Faculty member and selected support staff.

Key Concepts for Success:

1. Institute a Memorandum of Understanding (M.O.U.) between contracting agencies and the higher education institution to secure contract dollars and service for a specified time period. i.e., fiscal year.
2. Assess administrative costs based on a percentage of faculty salaries for each program.
3. Secure insight into inmates educational program needs through interest surveys and through liaisons with contracting agencies personnel.
4. Obtain faculty who are committed to mission of providing quality education for inmates.
5. Provide various educational tracts for inmates to pursue: degree programs, certificate programs, credit and non-credit courses.

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